**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - BEENLEIGH SHS**

**DATE OF AUDIT: 17-18 JULY 2014**

**Background:**
Beenleigh SHS is located in Beenleigh, a suburb of Logan City. It was established in 1964 and has a current student population of 1,034 students. The current Principal, Matt O’Hanlon was appointed to the position in 2009.

**Commendations:**
- The culture of care and shared commitment to the wellbeing and holistic development of all students and the strong collegiality that is clearly evident amongst staff members.
- The Schoolwide Positive Behaviour Support (SWPBS) processes are very visible in the school. *We Care, We are Responsible, We Achieve* are embedded and clearly evident across the school. They are known by students, teaching and non-teaching staff.
- The school makes very good use of data to identify students educationally at risk of disengaging from learning and identify behavioural hot-spots that might exist, enabling them to develop ways to respond appropriately to the issues that are identified.
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Beenleigh SHS is an inclusive school with a community that highly values and respects the diversity of the student population.
- Students speak of the improvement in their behaviour. They recognise the role staff members play in supporting them to make these changes.
- The school has an excellent *Induction* and *Mentor System* in place to assist beginning teachers to become successful teachers.

**Affirmations:**
- Individual Behaviour Support Plans have been used by the school to target the individual needs of students.
- Strong school wide systems for monitoring student attendance and the provision of tailored intervention strategies for students with high absences are in place.
- The Junior Secondary school has clear policy and structures in place to support the Year 7 students’ transition in 2015. The school has developed excellent relationships with the local primary schools and has worked very hard to ensure an effective transition process is in place for Year 7 to move to the high school.
- The Parents and Citizens’ Association (P&C) is very supportive of the school and endorse the Responsible Behaviour Plan for Students (RBPS).
- A Developing Personal Framework (DPF) process is implemented for all staff members in the school.

**Recommendations:**
- Continue to target student attendance by revisiting follow up procedures for absent students and promoting that *Every Day Counts*.
- Formalise existing reflective practices to ensure each teacher receives regular, meaningful written feedback on specific elements of their teaching and learning practice. Align process with professional development and consider implementing a formal mentoring model.
- Implement communication strategies to build parent engagement with the positive classroom expectations and provide opportunities for input into school wide policies and systems.
- Provide opportunities for parents to engage in learning about behaviour management and parenting skills.
- Continue to ensure all teachers consistently deliver the weekly *Positive Behaviour for Learning* (PBL) focus in all classes every day and ensure there is consistency amongst all staff members around the awarding of *Merit Points*.
- Encourage all staff to record contacts with parents and incidents of inappropriate and positive behaviour in OneSchool and regularly refer to the dashboard.
- Continue to work on consistency of the implementation of SWPBS practice by all teachers in all classrooms.