DISCIPLINE AUDIT
EXECUTIVE SUMMARY - HIGHLAND RESERVE SS
DATE OF AUDIT: 1-2 SEPTEMBER 2014

Background:
Highland Reserve SS is located towards the northern end of the Gold Coast, within the South East education region. The school was established in 2009 and currently has an enrolment of 770 students from Prep – Year 7. The Acting Principal, Andrew Cummings, has been in the position since 2014.

Commendations:
- The school behaviour expectations of Effort, Safety, Respect and Self-Responsibility are visible throughout the school and are known by all staff members and students.
- The Parents and Citizens’ Association (P&C) are supportive of the behaviour management processes used at the school and acknowledge the positive approach to dealing with student behaviour.
- The school positively recognises appropriate behaviour and achievements through the Stop Think Do awards. This program is highly valued by students.
- The inclusive expectation of the school and the proactive role of staff members responsible for students with a disability has ensured each student is consistently supported.
- The Behaviour Management Team uses a strategic and proactive approach of identifying trends across the school and areas that should be addressed.
- A Pastoral Care program offered by the School Chaplain, which includes specific teaching strategies to clarify and develop high behavioural expectations, is being implemented for targeted students.

Affirmations:
- Teaching staff have developed individualised class systems that compliment the school system, for example, class dojo awards. These individualise systems reward positive student behaviour.
- Individual behaviour goals are aligned with the school’s code of behaviour.
- The school is well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015.
- A whole school approach to an agreed set of sequential steps (5 Step Process) for behaviour expectations are visually on display in each and every classroom, ensuring consistent and manageable student behaviours.

Recommendations:
- Continue to explore avenues of accessing the Schoolwide Positive Behaviour Support (SWPBS) as the preferred approach for managing student behaviour.
- Provide teaching staff with a set of resources to ensure the Rule of the Week is consistently presented across the school. Positive behaviours currently being demonstrated by the students could feature in these resources.
- Continue to develop teacher ownership and data literacy skills by having teachers engage in a dashboard audit process. Teaching staff will be able to monitor their student achievement, attendance and behaviour independently and frequently.
- Engage staff members in rigorous discussions around improved student achievement being linked to student engagement through the management of appropriate learning behaviours and focused teacher practices.
- Review current understandings of the consequences to inappropriate behaviour and ensure these expected standards are communicated broadly.
- Deliver high quality evidence-based training and information to support the work of the school. This could be achieved by utilising the skills of the Guidance Officer to increase the knowledge of staff members on specific student behaviours that impact on learning.
- Develop whole school protocols for entering positive, minor and major behaviour incidents into OneSchool. Discuss the required number of entries to get a balanced data capture for making informed decisions around whole school, year level and individual issues.
- Develop an A-E rubric for student Behaviour and Effort that can be included in a moderation process to validate teacher judgement.