Discipline Audit
Executive Summary – Shailer Park SS
Date of Audit: 28 October 2014

Background
Shailer Park SS is located in Logan City and is part of the South East education region. Approximately 380 students are enrolled from Prep – Year 7. The Acting Principal, Julie Canham, has been in the position since term 2 2014.

Commendations:
- All community members comment that student behaviour has improved considerably in the last 18 months. This improvement is universally acknowledged to be the result of the Principal’s drive of stronger behavioural expectations.
- The school has reinvigorated its approach to the implementation of the Positive Behaviour for Learning (PBL) framework. Attention has been paid to ensure all staff members are aware of the expectations and implications for practice.
- The school is enjoying a much improved reputation in the local community. Parent representatives report that stronger, and more consistent school leadership has been very welcome.
- An admirable behaviour reward system is in place to monitor student behaviour levels, including Gold, Silver or Bronze awards. Students have to proactively fulfill explicit criteria to achieve each level. Students who achieve Gold status are invited to play and relax in the Gold Room during breaks.
- The Parents and Citizens’ Association (P&C) supports significant annual events, such as The Market Night and The Gala Evening, which create important opportunities for building community capacity and support for the school.

Affirmations:
- A current and endorsed Responsible Behaviour Plan for Students (RBPS) is in place. This provides an appropriate reference point for staff members when managing student behaviour.
- Data concerning positive and inappropriate behaviour has been entered in OneSchool. Teaching staff are beginning to develop a shared understanding of what constitutes a major or a minor incident of behaviour and how to enter this appropriately in OneSchool.
- The school works well with the local high school to ensure students are prepared for Junior Secondary in 2015.

Recommendations:
- Continue to provide the whole school community with appropriate information and training regarding the future implementation of PBL. Consider how the Essential Skills for Classroom Management (ESCM) framework can be used to support teaching staff in the implementation.
- Enhance the coherent and systematic plan for ongoing professional development around the principles of PBL, providing appropriate links to the professional development that is occurring around the schools pedagogical framework. Continue to emphasise the link between effectively differentiated curriculum and student engagement.
- Consolidate the quality work that has been done by the PBL committee by continuing to host regular meetings, as well as, appropriately providing systematic and effective communication to the whole school community.
- Strengthen protocols around the entry of behaviour data into OneSchool, so that a rich, reliable and valid data set is available to drive key decision making across the school. Enhance the process of systematically analysing attendance, behaviour and achievement data by teaching staff, utilising the OneSchool facility to provide teaching staff with complete student and cohort data profiles.
- Develop a consistent approach to stronger signage of the three school expectations in all settings, so that they are highly visible across the school, especially in classrooms.
- Continue to monitor the engagement and effort of all students across the school through formal and informal data analysis.