

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – BURLEIGH HEADS SS

DATE OF AUDIT: 22 AUGUST 2014



Background:

Burleigh Heads SS is a metropolitan school located on the central Gold Coast, within the South East education region. The P - 7 school has a current population of 580 students, of which 13 percent are students with disability. The Principal, Peter Tong, was appointed to the position in 2009.

Commendations:

- The school has established six clear rules, *Safety, Learning, Communication, Respect, School Pride* and the *Golden Rule*, that are known by staff members, students and parents, are highly visible around the school and form the basis for all behaviour conversations, both positive and negative.
- School leaders are closely monitoring attendance and take action as required. The school provides regular newsletter class data and positive awards each semester.
- Staff members have a strong sense of collegiality and ongoing support that reflects the clear expectations of them, their commitment to agreed school processes and the visible leadership and support of the Principal and other school leaders.
- The Chaplain and part-time Behaviour teacher provide a comprehensive range of support programs for individual students and small groups with a focus on improved positive learning engagement.
- Teachers are explicitly teaching behaviour expectations weekly, with timetabled delivery of the focus lesson supported by appropriate digital resources.

Affirmations:

- One staff member is completing the Functional Behaviour Analysis training to better understand and proactively support the behaviour and learning engagement of individual students.
- The school has a wide range of partnerships with families, local businesses, government and community agencies with a focus on maintaining student engagement.
- The school regularly provides high quality positive parenting programs including, *1-2-3 Magic* and the *Triple P* programs.
- The school is working closely with the local high school on curriculum and pedagogical sharing, to support the transition of Years 6 and 7 students to Junior Secondary.
- The school uses a range of digital communication software to ensure that families have frequent and timely feedback on their children's classroom activities.

Recommendations:

- Consider the collaborative development of a protocol for entering positive learning behaviour in OneSchool.
- Continue to provide all staff members with regular behaviour professional learning opportunities to maintain the consistency of language and processes.
- Routinely review the Responsible Behaviour Plan for Students (RBPS) with staff members, parents and students to ensure that all stakeholders know and support the school's approach to positive behaviour support.
- Implement the Behaviour and Effort matrix to guide teachers in consistently assigning A-E on student report cards.
- Complete the development and implementation of the *Student Passport* and *Sticker Positive* program to enhance the range of positive rewards across the school.