DISCIPLINE AUDIT

EXECUTIVE SUMMARY - SHORNCLIFFE SS

DATE OF AUDIT: 27 MAY 2014

Background:
Shorncliffe SS is located in the Metropolitan education region and has a current enrolment of 334 students from Prep to Year 7. The Principal, Cameron Boal, was appointed in 2003.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. The three school rules: Be Safe; Be Responsible; and Be Respectful are continually communicated and evident in the behaviour of all students.
- The implementation of You Can Do It! assists students with the development of positive thinking, as well as, social and emotional wellbeing.
- The impressive gardens and artistic features throughout the grounds reflect the sense of community, belonging and pride that is evident in this school.
- The school involves the Nudgee Environmental Centre, as well as: local artists; businesses in curriculum activities; and cultural celebrations that enhance the profile of the school.
- Choir, instrumental music, the Dance Steps Program for Year 2 and 3, visiting scientists, sailing and Japanese student Home Stays all add to the many facets of learning within the classrooms and wider community.
- Students are well aware of the expectations and consequences of inappropriate behaviour.

Affirmations:
- All teachers continue to revise the key foundations of behaviour within their classrooms and the playground. Colourful posters displaying the keys are evident through all classrooms with students speaking confidently about these keys and clearly demonstrating them in their actions.
- The school grounds provide many areas where students can play and interact safely with their peers given the compact area on which the school is located.
- Teachers have developed their Performance and Development Plans in line with the school’s improvement agenda.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- Overall student behaviour is of a very high standard and adopted strategies are working successfully.
- There is evidence that school generated data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Develop school guidelines and procedures for entering incidents of positive and inappropriate behaviours into OneSchool, to allow a full analysis of student data to occur.
- Review the school’s assessment and data plan so that behaviour and attendance information are included in the systematic collection of data.
- Revise the school’s Behaviour Expectations Teaching Matrix so that all elements are aligned to the appropriate rule.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Establish stronger connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students into Junior Secondary.