DISCIPLINE AUDIT
EXECUTIVE SUMMARY – BURPENGARY SS
DATE OF AUDIT: 28-29APRIL 2014

Background:
Burpengary SS is a large metropolitan school located at the southern end of the North Coast education region. The P - 7 school has a current enrolment of approximately 1,009 students. The Principal, Mr Brad Fox, was appointed to the school in 2014, following a long period of acting.

Commendations:
- The collaborative development of the Student Centered Learning Framework provides the school with a roadmap for teachers in terms of their responsibilities for providing a safe, supportive, engaging school environment for all students.
- The successful implementation of key components of this framework is evidenced by a reported change in school culture, which places a much heavier emphasis on inclusivity and the successful learning engagement of every student.
- High expectations for student behaviour and learning have been a hallmark of the school ethos for some time.
- A focus on The Art and Science of Teaching (ASoT) is providing useful strategies for teachers in developing routines and practices at the classroom level, which help to support learning.
- Interactions between parents, staff members and students are very respectful and parents talk very positively about the school culture.

Affirmations:
- The school collaboratively reviewed it’s Responsible Behaviour Plan for Students (RBPS) in 2013.
- The school has clear steps for addressing inappropriate behaviour. In addition, there are clear expectations and actions for staff members around informing parents early of any incidents of inappropriate behaviour.
- The school has a variety of whole of school positive reward systems in place for students who exhibit positive academic and social behaviours.
- The school has an ongoing working relationship with the Narangba Valley SHS regarding the transition of primary school students to Junior Secondary.
- There are a range of school programs, such as, Lunchtime Play Club and Garden Club, which help with social skills development and the learning engagement of many students.

Recommendations:
- Develop and implement a school wide approach to the explicit teaching of the school rules and their underlying values, that is supported by a suite of support materials to suit the range of students.
- Continue to embed the behaviour processes systematically across the whole school to ensure a greater consistency of language in terms of the school rules and expectations.
- Continue to ensure that all staff members implement consistent protocols in relation to the rewarding and recording of positive and inappropriate student behaviours in OneSchool. Review the alignment of language and intent of classroom level and whole school reward systems, to the school core expectations and values.
- Include regular professional development activities in the area of behaviour management into the annual Professional Learning Plan.
- Collaboratively develop a set of school standards and protocols with the school community for the moderation and awarding of A-E Behaviour and effort standards on the end of semester report cards.