**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - BROADBEACH SS**

**DATE OF AUDIT: 20 AUGUST 2014**

**Background:**
Broadbeach SS is a metropolitan school located on the Gold Coast, within the South East education region. The P - 7 school has a current population of 762 Students. The Principal, Michael Roberts, was appointed to the position in 2011.

**Commendations:**
- The Principal and Leadership Team have established high expectations and clear standards of teaching, learning and behaviour for all staff members and students.
- The school has established three simple rules, *Be Safe, Be Respectful, Be Responsible*, 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.
- 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 highly visible leadership and support of the Principal and other school leaders.
- The Principal and other school leaders have established deliberate and strategic partnerships with families, local businesses, government and community agencies, to ensure the maintenance of a safe, supportive, disciplined positive learning environment.
- The *Broadbeach Responds to Intervention Differentiation and Gifted Education* (BRIDGE) team provides holistic coordinated responses to identified individual student needs, including the range of school based programs, such as, *Drop In Centre, Friends for Life* and *Academic Academy*.
- The school works closely with *Connect* and *Reach Wise* to proactively assist families to maintain positive student engagement in the school.

**Affirmations:**
- The school is working with local high schools on shared pedagogical practices to support the transition of Years 6 and 7 students to Junior Secondary.
- The school provides an extensive variety of programs to support the development of the skills and interests of the whole range of learners in the school.
- Teachers use a consistent *Behaviour and Effort* matrix to inform A-E ratings on report cards.
- School leaders and teachers monitor student attendance closely and take action as required to maximise learning.
- The introduction of *KidsMatter* has provided the school with additional strategies to support the wellbeing of staff members and students.
- Four staff members have been trained in Functional Behaviour Analysis to better understand and proactively support the behaviour and learning engagement of individual students.

**Recommendations:**
- Timetable regular review of the full set of academic, behaviour and attendance data to monitor the effectiveness of the school’s approach to behaviour management and the maintenance of the positive learning culture.
- Collaboratively develop a protocol for staff members to record positive learning behaviour in OneSchool.
- 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.
- Continue to provide all staff members with regular behaviour professional learning opportunities to maintain the consistency of language and processes.