DISCIPLINE AUDIT

EXECUTIVE SUMMARY – CHATSWOOD HILLS SS

DATE OF AUDIT: 31 JULY – 1 AUGUST 2014

Background:
Chatswood Hills SS is a metropolitan school located 21 kilometres south of Brisbane in the city of Logan, within the South East education region. The school has a current enrolment of approximately 669 students P – 7. The Acting Principal, David Teale, was appointed to the position at the beginning of 2014.

Commendations:
- The Principal and other school leaders have established a safe, supportive and disciplined positive learning environment that is supported by staff members, students and parents.
- The Principal and school Leadership Team clearly articulate the importance of data-driven differentiation of teaching practices for the full range of learners as vital to student learning engagement.
- The school is to be commended for the strong focus on student attendance and the range of actions and positive rewards in place to improve student attendance.
- The focus on the maintenance of positive learning engagement through differentiated classroom learning and high expectations of student behaviour has resulted in focused learning behaviours evident in most students.
- The school has four positively stated values, the 4Cs: Care, Common Sense, Consideration, Cooperation that are embedded in use and highly visible around the school.

Affirmations:
- Staff members have begun entering inappropriate behaviour records in OneSchool following agreed guidelines.
- Some teachers are using Class Dojo to record and monitor classroom behaviours and provide parents with online feedback on their child’s learning behaviour.
- There is commitment by all staff members and community to the school wide approach to managing student behaviour and the maintenance of a culture that promotes learning.
- The Guidance Officer provides parenting sessions on a regular basis and the Chaplain provides support for individual students and lunch time games activities for small groups.
- Three teachers are transitioning with Years 6 and 7 students, sharing pedagogy with teaching staff in Junior Secondary at local high schools.

Recommendations:
- Timetable a 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.
- Develop a suite of whole school micro-lessons to support the consistent, explicit teaching of the 4 Cs and expected student behaviours. Ensure the lesson schedule enables emerging behaviour trends identified from data analysis, to be addressed through the delivery of focused lessons.
- Consider the routine provision of a wider variety of professional learning opportunities for all staff members in agreed behaviour practices, to maintain consistency of language, processes and individual staff member confidence in meeting the agreed protocols.
- Collaboratively clarify and implement clear protocols and procedures for entering positive and inappropriate behaviour records in OneSchool, then update the Responsible Behaviour Plan for Students (RBPS) to reflect this.
- Routinely review the RBPS with staff members, parents and students to ensure that all stakeholders know and support the school’s approach to positive behaviour support.