DISCIPLINE AUDIT
EXECUTIVE SUMMARY - HENDRA SS
DATE OF AUDIT: 25 OCTOBER 2013

Background:
Hendra SS is located in the Metropolitan education region with a Prep –Year 7 enrolment of 49 students. Acting Principal, Trevor Carr was appointed in 2013.

Commendations:
- Positive student behaviour is evident throughout the school and this contributes to a school culture and learning environment that is safe, respectful, tolerant and promotes engagement.
- Shared high expectations for both academic achievement and responsible student behaviour provides a strong foundation for effective teaching and positive learning outcomes.
- Parents express support of the school’s behaviour expectations and take a genuine and close interest in their child’s education.
- Respectful and caring relationships, along with a strong sense of belonging and pride are evident across all sectors of the school community.
- The school has developed a set of positively stated school wide behaviour expectations and has processes to regularly communicate and reinforce these expectations in the school community.

Affirmations:
- There exists a shared responsibility for student management and this positively contributes towards the development of a supportive school culture that promotes learning.
- Explicit teaching is seen as a whole school pedagogical practice that encourages positive student behaviour and consequently improved student learning outcomes.
- Positively stated expectations are clearly visible in school buildings.
- The current Responsible Behaviour Plan for Students (RBPS) is available via the school website.
- Agreed behaviour and effort matrices describe the differential criteria upon which these ratings are reported to students and parents.
- Positive student behaviour is regularly acknowledged and celebrated as part of school assemblies.
- Community partnerships and co-curricular activities, enhance learning opportunities and improve student engagement.

Recommendations:
- Employ consultative and collaborative methods when reviewing any aspect of the school’s student behaviour management processes to ensure every sector of the school community is fully aware of school wide behaviour expectations.
- Ensure that all stakeholders know, understand and consistently action agreed processes detailed in the RBPS that reward positive behaviour, report behaviour incidents and apply any required disciplinary support and consequences.
- Resource, facilitate and regularly monitor the explicit teaching of desired behaviours.
- Establish school wide expectations, procedures and protocols for the recording of student behaviours into OneSchool. Particular attention should be given to the purposeful recording of incidents of positive behaviour and outstanding student achievements.
- Use student behaviour data to regularly review the effectiveness of policies, procedures and programs as a key element of a continuous improvement process.
- Engage in regular professional development for staff members and facilitate parent workshops based on quality evidenced based behaviour strategies.
- Encourage teachers to periodically engage in moderation activities to maximise consistency and validity of judgements being made when determining behaviour and effort ratings in report cards.