

**DISCIPLINE AUDIT****EXECUTIVE SUMMARY- UPPER MOUNT GRAVATT SS****DATE OF AUDIT: 21 – 22 JULY 2014****Background:**

Upper Mount Gravatt SS is located 12 kilometres south of Brisbane's Central Business District, within the Metropolitan education region. The School has been providing learning to the community since 1939 and has a current enrolment of 434 students. The Principal, Mr Derek Brady was appointed in 2007.

**Commendations:**

- A detailed *Parent and Community Engagement* framework, aligned to the school's *KidsMatter* framework, clearly articulates the support and engagement opportunities for parents, carers and community members.
- The engagement of a life coach enhances the student leadership program and provides additional support systems for parents and students.
- Initiatives for engaging Pre-Prep providers, parents and students provides opportunities for all stakeholders to engage with the school's social and emotional wellbeing focus and create a positive transition to Prep.
- Most teachers have developed and implemented effective classroom behaviour management strategies to engage and provide students with a visual tool to assist with the monitoring of minor behaviours and recognise students who are following the class rules.
- The support provided to students and parents by the school Chaplain, through the *Kids Hope*, lunch time and individual support programs, enhances student engagement and community wellbeing

**Affirmations:**

- The *You Can Do It!* program has provided staff members, parents and students with a common language that is embedded in classrooms and used consistently across the school.
- Staff members are using the school *Gotcha* system to reward students who are demonstrating the components of the *You Can Do It!* program. Positive student behaviour is acknowledged at school assemblies and in school newsletters.
- Key components of the *You Can Do It!* program are displayed in all classrooms and throughout the school.
- There is a strong sense of wellbeing at the school among staff members and students as reflected in respectful and caring relationships. Staff members, parents and students speak fondly of a caring school and caring teachers.
- The Junior Secondary action plan has included visits from key local high school staff members.

**Recommendations:**

- Include the review of student behaviour data in the school's data collection schedule to provide opportunities for school leaders and teachers to analyse and discuss student behaviour, and monitor the effectiveness of the school's intervention strategies and behaviour plan.
- Develop school protocols for the monitoring and recording of minor behaviours that impact on student learning and engagement.
- Develop a consistent approach to identifying and recording incidents of positive and minor behaviours in OneSchool.
- Review the Responsible Behaviour Plan for Students (RBPS) to clearly identify and articulate school rules and expectations which align with the school values, pedagogical framework and Annual Implementation Plan (AIP).
- Include opportunities for staff members to receive professional development to further enhance teacher capability and to ensure that behaviour processes are implemented consistently across the school.
- Develop individual management plans for students who have demonstrated inappropriate behaviours which have resulted in disciplinary absences. These plans should be regularly reviewed and monitored with all stakeholders.
- Centrally record support, intervention strategies and programs for students in OneSchool to inform all stakeholders of the intervention provided for students over time.