DISCIPLINE AUDIT
EXECUTIVE SUMMARY - ALBANY CREEK SS
DATE OF AUDIT: 1 APRIL 2014

Background:
Albany Creek SS is an Independent Public School (IPS), located in the northern suburbs of Brisbane. The P – 7 school has a current enrolment of 838 students. The Principal, Mr Paul Kingston, was appointed to the school at the beginning of the 2011.

Commendations:
• In 2013 the leadership team undertook a consultative process with parents, staff members and students, resulting in the development of a comprehensive Responsible Behaviour Plan for Students (RBPS). The plan is explicit, detailed, grounded in research, is evidence based and available to all parents on the school’s website. Families are taken through the RBPS process and expectations at enrolment.
• The leadership team have established and are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community.
• The leadership team demonstrates a strong conviction that student engagement is a key to improved student learning and have clear and well known positions on the kind of evidenced based behaviour support strategies and interventions they wish to see occurring.
• The school behaviour expectations of, Be Safe, Be Responsible, Be Respectful, Be a Learner, are visible throughout the school, are known by staff members and students and form a basis for all behaviour conversations.
• The leadership team have engaged with the local high school over the last two years to align the primary and Junior Secondary pedagogical practices, share professional development in Reading to Learn, streamline behaviour processes and foster links between the student leaders across the two campuses.

Affirmations:
• Some teachers are recording incidents of positive behaviour and learning behaviour in OneSchool, either as a parent contact or positive notice.
• The Guidance Officer and school Chaplain provide a range of programs to support individual students to positively engage in learning.
• The School Council is supportive of the behaviour management processes used at the school.
• Buzza posters and processes are highly visible throughout the school, known by all staff members and students, and are continually communicated in the school's documentation, newsletters, meetings, assemblies and evident in the behaviour of most students.

Recommendations:
• Collaboratively develop a sustainable process for staff members to record positive learning behaviours in OneSchool. This provides another data set for teacher reflection on the effectiveness of differentiation strategies being planned and delivered for individual student learning.
• Continue to use the Reflect and Plan (RAP) data and the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students and apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
• Maintain the program of induction and professional development to ensure behaviour processes are consistently applied across the school.
• Develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.
• Continue to develop the range of resources, including Powerpoint, lesson templates and vignettes to enable teachers to explicitly teach expected behaviours.