

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - BENOWA SHS

DATE OF AUDIT: 27-28 AUGUST 2014



Background:

Benowa SHS is an Independent Public School (IPS) located on the Gold Coast, within the South East education region. The school was established in 1980 and has a current student enrolment of approximately 1,901 students. The current Executive Principal, Mark Rickard, was appointed in to the position in 2004.

Commendations:

- The school has highlighted four positively stated values which inform the learning culture of the school: *Diligence, Respect, Integrity and Compassion* to frame the school's Responsible Behaviour Plan for Students (RBPS) which was reviewed in 2013/14.
- The school has an extensive range of excellence programs, pathways and partnerships which provide opportunities for students. These exemplify the school's vision: *Many Pathways - No Limits*.
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment with evidence of a culture of high expectation.
- Strong case management and intervention support is provided to students through the Wellbeing Team. This team facilitates a range of targeted programs for students such as, *Rock and Water, Men of Business* mentoring, employability workshops and the Peer Support program.
- The school has developed a continuum of interventions, including the Responsible Thinking Room and associated processes, which are consistently implemented and respond effectively to inappropriate student behaviour.

Affirmations:

- The Parents and Citizens' Association (P&C) endorses the school's RBPS.
- The school provides opportunities for students to provide their opinions and input into the development of their school's culture. In Years 8 and 9, students are surveyed regularly about bullying and relationships, with the information used to support or guide individuals and school programs.
- An instructional Coaching Guide and collegial classroom observations are established to support the implementation of the new pedagogical framework, Art and Science of Teaching (ASoT).
- Processes exist for the monitoring of attendance with resulting interventions for improvement.
- The school is well prepared for the introduction of Junior Secondary in 2015.

Recommendations:

- Continuously communicate, school wide, using a range of forums, the school's stated values and positive approach to managing behaviour. Furthermore develop, with the required professional learning, the explicit teaching of the school's stated values, as key pillars of a positive approach to behaviour in every classroom. Unpack the values to provide a set of clear classrooms rules which communicate high expectation and standards to consistently guide student behaviour in every class.
- Develop a matrix, reflecting the school's values and classroom rules, which informs the consistent application of ratings for Behaviour and Effort in reporting.
- Further coordinate and enhance the school data plan to ensure there is regular school wide analysis and discussion of systematically collected data on student behaviour and attendance. This data analysis should consider the overall picture of school student behaviour, in order to evaluate the success of policies, procedures and programs, to plan and enact a continuous improvement process.
- Develop teachers' use of OneSchool dashboard as a reference point for information and reflection about individuals, classes and cohorts in support of further improvement in the culture for learning.
- Maintain a focus upon improving student attendance rates in order to ensure positive achievement outcomes for students. Widely communicate an aspirational target and review processes, including the regularity of data monitoring and clarify existing roles in support of attaining this benchmark.
- Consider strategies to re-invigorate communication with the parents and community to increase knowledge of, and engagement with, the direction, celebrations and positive culture of the school.
- Explore avenues to expand opportunities for recognition of positive student behaviours, achievements and improvements reflective of the school's values. Ensure this information is recorded in OneSchool to provide a more complete profile of a student's journey at the school.