DISCIPLINE AUDIT
EXECUTIVE SUMMARY - LOGAN RESERVE SS
DATE OF AUDIT: 6–7 NOVEMBER 2013

Background:
Logan Reserve SS is located in the South East education region. The current enrolment from Prep – Year 7 is 393 students. The current Principal, Penny Eising, was appointed to the position in 2008.

Commendations:
- The school is a long term and active member of the School Wide Positive Behaviour Support (SWPBS) network.
- The socially appropriate behaviour of the vast majority of students contributes to a learning environment that promotes student engagement. High expectations for responsible student behaviour provides a platform for effective teaching and learning.
- There is a culture of shared responsibility for student management and this positively contributes to a caring culture within the school.
- The school has a set of positively stated school wide behaviour expectations and has processes to regularly communicate and reinforce these expectations within the school community.
- The (SWPBS)Committee play a key role in collaboratively determining, coordinating and facilitating consistent behaviour strategies and initiatives within the school.
- Whole school processes are in place to regularly encourage, acknowledge and recognise positive student behavior *(Gotcha, Target 100, certificates, postcards)*. Disciplinary support and logical consequences are consistently enacted in response to behaviour incidents.
- Clearly understood expectations, procedures and protocols exist for the recording of student behaviours in OneSchool. This facilitates the regular analysis of an extensive range of behaviour data, which is used to evaluate and improve the effectiveness of the school’s behaviour plan.
- Staff members express confidence in the direction and support offered by the school leadership team.

Affirmations:
- All teachers engage in the explicit teaching of desired behaviours. Individual student behaviour goals, *Kidsmatter and Games Factory* learning activities enhance student understanding and social skilling.
- The Strive Team gives priority to understanding and addressing the behaviour needs of students identified as requiring individual behaviour intervention. A range of support initiatives are implemented for individuals and groups including the development of individual behaviour plans.
- Parents endorse the school’s behaviour expectations and are encouraged to take a genuine interest in their child’s education.
- Differentiated teaching has a positive impact on responsible student engagement in learning activities.
- Behaviour expectations are visible in buildings, with plans to improve visibility in outdoor areas.
- Intervention and support processes maximise the attendance of a small minority of targeted students.
- Trusting and supportive collegial relationships are evident amongst staff members.
- Extensive support materials are available to staff members via the school’s *EdStudio* application.

Recommendations:
- Build on current processes of behaviour data analysis to establish a clear link between positive student behaviour and improved student academic achievement.
- Engage students and parents in consultative processes when reviewing key aspects of the school’s Responsible Behaviour Plan for Students.
- Clarify and share agreed Behaviour and Effort matrixes that clearly describe the differential criteria upon which these ratings are reported to students and parents. Encourage teachers to periodically engage in moderation activities to maximise the consistency and validity of such judgements.
- Review processes related to students’ behaviour goals to maximise their motivational effect.
- Continue to investigate contextualised strategies to maximise parent and community engagement.
- Engage in regular professional development based on quality evidenced based behaviour strategies.
- Strengthen induction processes to support staff members appointed to the school.