DISCIPLINE AUDIT
EXECUTIVE SUMMARY – CLONTARF BEACH SS
DATE OF AUDIT: 8 SEPTEMBER 2014

Background:
Clontarf Beach SS was established in 1950 and is situated in Redcliffe, within the North Coast education region. The current school population is approximately 420 students. The current Principal, Deb Lorraway, was appointed to the position in 2012.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2013. The expected behaviours use the STARS acronym, Safe, Tolerant, Academic, Respectful and Supportive.
- These behaviour expectations are informed by a well-developed matrix to indicate how students can display the expectations throughout the school. Staff members and students are able to articulate the school’s behaviour expectations.
- The Leadership Team is driving a comprehensive data driven agenda to monitor and respond to current and developing trends in student behaviours. Staff members are well informed about the criteria for minor and major incidents to be entered in OneSchool and consequently consistent and reliable data is viewed for the whole school.
- Extensive use of short cycle data sets is a feature of the school environment to provide timely and accurate information about current and developing trends in individual students and for the whole school.
- Staff members have conscientiously engaged with the range of school wide practices that is providing consistency across the school. These practices include the development of Class Management Plans, a consistent redirection protocol, consistent data entry for behaviour and the use of Stella Awards across the school to celebrate successful behaviours.
- The school is in contact with the local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015. Significantly, the Years 6 and 7 faculty has introduced students to specialist teacher roles to deliver the intended curriculum as readiness for the secondary schooling experience.

Affirmations:
- Whole school behaviour expectations and classroom expectations are visible throughout the school, and in individual classrooms.
- The school’s agenda is actively driven by a Behaviour Committee that is progressing the school from Schoolwide Positive Behaviour Support (SWPBS) Tier One to Tier Two levels of implementation.
- Positive student behaviour is reinforced through a range of whole school and class reward systems. These systems are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly and term basis.

Recommendations:
- Continue to embed the comprehensive procedures and practices currently developed in the school that are enabling the development of a supportive learning environment for students.
- Consider the further utilisation of the comprehension matrix that describes how students can achieve the expected behaviours for STARS as a student self-evaluation tool that will engage students in their self-management skills.
- Explore the development of a shared matrix of criteria as a guide to making consistent judgements for Effort ratings for students to reflect the much higher engagement levels of students in their own learning that has resulted from the intensive focus on creating a supportive learning environment.