

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - REDBANK PLAINS SHS

DATE OF AUDIT: 01 MAY 2014



Background:

Redbank Plains SHS is located 13 kilometres east of Ipswich in the Metropolitan education region. The school has been offering learning opportunities to the community since 1987 and has a current enrolment of 1,456 students. The Principal, Lew Paulger, was appointed to the position in 2011.

Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment and demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours including *Respect, Excel, Attend* and *Learning* (REAL). These expectations are visible throughout the school environment and continually communicated.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, collegial student management, data analysis at a cohort and individual level, and directs teacher and parent interactions.
- The REAL expectations of SWPBS are embedded and is a feature of the school's culture.
- All staff members, school leaders and students demonstrate a strong level of respectful and caring relationships for all school community members.
- The school positively recognises appropriate behaviours and achievement through its rewards system which includes certificates, awards, badges and vouchers for students.
- Community members speak with pride about the school's commitment to its students, diversity of programs and opportunities for all students to achieve.
- Extensive quality partnerships with businesses, tertiary education, partner schools, social and welfare services and members of the wider Ipswich community have been made with the school.

Affirmations:

- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for Students (RBPS).
- Expectations surrounding students' behaviour is enhanced through explicit teaching in the classrooms and playground. This is supported by presentations at school assemblies, year level assemblies, staff member meetings and in school newsletters.
- The school has worked with community members to provide adult education, improved understanding of school expectations, the celebration of culture and achievements.
- A wide range of data has been strategically used to identify areas for improvement, inform decision making and target resources to improve behaviour, attendance and school culture.

Recommendations:

- Continue to develop a common understanding of what constitutes high standards and clear expectations for behaviour, effort and attendance at the school. Ensure that the behaviour and effort standards are consistently and rigorously applied and reported upon by all staff members.
- Further implement the SWPBS approach, aiming to progress to Tier 2 within 12 months.
- Consider formalising a system of case management for the student support services team.
- Continue planning for the transition of Year 7 into Junior Secondary in 2015. Include planning on specific areas for seating and play, engagement strategies and involvement in the wider school context.
- Explore the possibilities of the wider school community developing ownership of the four REAL expectations.
- Strengthen the pursuit of all staff members participating in school programs as well as having highly effective and efficient school processes.