

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – SPRINGWOOD SHS

DATE OF AUDIT: 29 MAY 2014



Background:

Springwood SHS is located in Logan City within the South East education region. The school has been offering learning opportunities to the community since 1978 and has a current enrolment of 795 students. The Principal, Julie-Ann McCullough, was appointed to the position in 2012.

Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- There has been a strong focus upon the development of a school wide positive learning culture. Celebrations of success are a feature of the school as reflected in the positive student award ceremonies and the positive rewards of postcards, *Springwood Snippets* and *Attendance Counts Every Day* (ACED) certificates, recognising students with 100 percent attendance.
- Teaching staff report a strong collegial culture and the school wide support of all staff members.
- The school has a *Pastoral Care Program* delivered through the *Building Lifelong Aware Successful Teams* (BLAST) lessons. These lessons are delivered to all students in Years 8 to 12 and have been developed in response to student behaviour data.

Affirmations:

- The school has made excellent use of the Behaviour Management Teacher in supporting teachers and students in working towards student re-engagement and learning success, for example, through the implementation of the *I Think* program.
- A number of committees have been established to support students, for example, the Behaviour Management Committee, Student Support Committee and Senior School Support Team. A case management approach is implemented for those students requiring targeted intervention.
- There is a weekly behaviour Student Management at Springwood High (SMASH) focus. This focus is introduced on whole school assembly, and reinforced in year level assemblies, care classes and student diaries.
- A clear set of processes have been developed to support and facilitate the implementation of the school's Responsible Behaviour Plan for Students (RBPS). Staff members feel supported by these processes.
- A support hub has been established to provide a coordinated approach to managing student intervention.

Recommendations:

- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the positive implementation of the *Symphony of Teaching and Learning* program to ensure practices are effectively implemented by the whole teaching team to ensure student engagement and enhanced learning outcomes.
- Implement the whole school's expectations matrix. Embed the process of explicitly teaching the universal values of *Respect*, *Industry* and *Cooperation*, including how these values apply in a variety of settings. Ensure the values are visible throughout the school, both in and out of classrooms.
- Consider the development of a matrix for the application of standards for Effort and Behaviour to guide teacher comments on student report cards.
- Investigate the implementation of a Schoolwide Positive Behaviour Support (SWPBS) approach.
- Ensure a successful transition for students in Years 7 and 8 by continuing the preparation for Junior Secondary in 2015.
- Continue the provision of professional development to enhance staff members' skills in effective behaviour management processes to ensure consistency of practice.