DISCIPLINE AUDIT
EXECUTIVE SUMMARY - SAMFORD SS
DATE OF AUDIT: 9 -10 JULY 2013

Background:
Samford SS is located on the northern edge of the Metropolitan region of the Department of Education, Training and Employment and has a population of 825 students. Students enjoy a semi-rural lifestyle and a large percentage of the community work in the broader Brisbane area. The Principal, Mr Trevor Walker, was appointed to the school in 2005.

Commendations:
- Student behaviour is respectful, polite and caring towards staff members, parents and other students.
- The school sets high behaviour expectations, which are overarched by respect and supported by the You Can Do It! program. These are known by staff members, parents and students, and form a basis for behavioural conversations (both positive and negative).
- The Chaplain provides highly supportive intervention programs, which are valued by the whole school community.
- There is great community support and parents speak highly of the school.
- The school has established and is committed to maintaining a strong culture of respect and caring relationships across the school community.
- Staff members, parents and students work together to provide a safe, respectful and disciplined learning environment.

Affirmations:
- Deputy Principals and some teachers are recording behaviour incidents and some positive behaviour in OneSchool.
- Parents are supportive of the behaviour management processes used at the school.
- Teachers maintain regular contact with parents and keep them informed about student behaviour.
- The Principal and other school leaders are seen to be supportive of teachers in responding to major behavioural incidents.
- The profiling of students requiring extension through differentiated engagement strategies has begun.
- During 2012, the Principal led a consultative review process through surveys with all parents, staff members and students, resulting in the documentation of the school’s Responsible Behaviour Plan for Students. The plan is explicit and detailed. A copy was emailed to all parents and staff members and is available on the school’s website.

Recommendations:
- Develop a professional development program for all staff members to extend their knowledge and skills in student engagement and to ensure that behaviour processes are consistently applied across the school. This could include moderation of behaviour and effort marks in students’ report cards and You Can Do It! reporting.
- Continue to provide opportunities for parents to participate in high quality evidence-based training and information on effective behaviour strategies.
- Review the implementation of the school’s Responsible Behaviour Plan for Students and the You Can Do It! program to ensure consistency across the school.
- Develop procedures and protocols for entering positive and inappropriate behaviour and attendance data into OneSchool. Implement accountability procedures to ensure that the data is valid and reliable.
- Develop a systematic process involving the regular analysis of student behaviour and achievement data, to evaluate the implementation and effectiveness of the school’s behaviour plan and all interventions, to inform decision making.