DISCIPLINE AUDIT
EXECUTIVE SUMMARY- CLOVER HILL SS
DATE OF AUDIT: 11-12 JULY 2013

Background:
Clover Hill SS, in Mudgeeraba, was opened in 2004 and has experienced significant growth resulting in the implementation of an enrolment management plan. The school is located in the South East education region and has a population of 954 students. The Principal, Mrs Gayle Alessio, was appointed to the position in 2007.

Commendations:
- The Principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. High standards and clear expectations of student behaviour and learning outcomes are embedded in this agenda.
- A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.
- The school has a small number of positively stated school wide expectations and appropriate behaviour, which are clearly defined and embedded in practice. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- The Principal and other school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement is a key to improved student learning.
- The ongoing moderation of behaviour and effort reporting across year level cohorts is to be commended.

Affirmations:
- Personalised learning plans with differentiated learning and behaviour strategies have been developed by all teachers.
- You Can Do It! professional development sessions for staff members and parents are held each year. School leaders articulate and model focus areas for school wide attention at fortnightly school assemblies and provide information in school newsletters.
- The Responsible Behaviour Plan for Students and the You Can Do It! program are significant components of the induction process for new staff members.
- A teacher has developed a criteria sheet for making judgements about student behaviour on school report cards. This moderation document has the potential to enhance the consistency and validity of behavioural feedback to parents.
- School leaders analyse student behaviour data for major and ongoing behaviour incidents to identify antecedents and effective intervention strategies.

Recommendations:
- Develop a systematic process, led by a school leader, for the regular collection and analysis of the full range of available data including: student behaviour, student engagement and achievement data. Use this data to evaluate the implementation and effectiveness of the school’s behaviour plan.
- Provide regular opportunities to actively engage the full range of parent representatives in reviewing the school’s approach to behaviour management.
- Engage all staff members in ongoing professional development in evidence based behaviour support strategies and interventions.
- Build upon the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.
- Review partnerships with families, local businesses, government agencies and community organisations to evaluate their success in terms of student engagement.