**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - MIAMI SS**

**DATE OF AUDIT: 25 MARCH 2014**

**Background:**
Miami SS is located on the Gold Coast within the South East education region. The school has been providing learning to the community since 1979 and has a current enrolment of 866 students. The Principal, Ms Kate Bentley, was appointed in Term 2 2013.

**Commendations:**
- The Principal and Leadership Team are driving a detailed and positive agenda to managing student behaviour. This agenda is couched in terms of high standards, clear expectations of student behaviour and a rigorous consistent approach.
- The rigorous supervision and feedback model has developed the leadership capacity of staff members to strengthen decision making and ownership of processes.
- There is a strong sense of wellbeing present at the school among staff members. Students speak fondly of the caring nature of teachers.
- Staff members and parents tell stories of behavioural change and attitudinal reform by students allowing them to re-engage in learning.
- Community links with the school are very strong and provide opportunities to actively engage with the school’s approach to behaviour management, particularly through the Talented Sports Program (TSP) and Talented Arts Program (TAP).
- A vibrant support program co-exists with the Chaplaincy and Guidance Officer at the school.

**Affirmations:**
- Programs and strategies associated with the school improvement agenda are based on research and evidence.
- The Junior Secondary Action plan includes opportunities for a successful transition of Years 6 and 7 students into Junior Secondary in 2015. These include, specialised subject teaching, transition days and cluster discussions around attendance, Responsible Behaviour Plans and intervention.
- Teachers are using a range of proactive reward systems in classrooms to encourage and award positive behaviour and effort.
- High level engagement with outside agencies and organisations is enhancing parental and community links with the school.

**Recommendations:**
- Continue to develop weekly lesson plans to ensure consistency of practice and the commitment of teachers to the explicit teaching of appropriate behavior.
- Ensure criteria for making judgments about A-E behaviour and effort are utilised during moderation.
- Continue to build teachers’ capacity to collect, analyse, interpret and act on student data in order to frequently and independently support students’ attendance, behaviour and learning.
- Develop protocols and processes when entering student behavior on OneSchool to include incidents of positive behavior, as well as major and minor incidences of inappropriate behaviour.
- Continue to develop processes of monitoring student attendance by routinely engaging with families to subsequently increase student attendance and the engagement of learning.
- Develop a Professional Learning Plan that aligns with the school’s Annual Implementation Plan and the needs of individual staff members.
- Include effort and behaviour components in the school's data plan to ensure consistency of judgments.