DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GOLDEN BEACH SS
DATE OF AUDIT: 3-4 SEPTEMBER 2014

Background:
Golden Beach SS is an Independent Public School (IPS) located in Caloundra on the Sunshine Coast, within the North Coast education region. The school was established in 1983 and has a current student population of approximately 689 students. The current Principal, Greg Ferdinands, was appointed to the position in 2007.

Commendations:
- The school has developed a positive learning culture based upon the school’s behaviour expectations: *Be Safe, Be Responsible, Be Respectful and Be a Learner*. These expectations are visible throughout the school, are known by students and are used as the basis of behavioural conversations, both for appropriate and inappropriate behaviour.
- There is a strong strategic focus upon supporting students at risk of disengaging from learning. This is evidenced through the creation of the Head of Student Services position and the appointment of a full-time Guidance Officer. A Student Services’ Precinct has also been established to closely align and coordinate the intensive support required for some students.
- Close networks and partnerships have been formed with community agencies to support a range of students and families; and to provide targeted intervention for students at risk of disengaging from learning.
- The school’s Responsible Behaviour Plan for Students (RBPS) is based upon positive behaviour support and Restorative Practices. Clear processes have been developed, for example, a positive expectations matrix and the clarification of major and minor behaviours, and staff feel supported by these processes.

Affirmations:
- A *Parent Hub* has been recently established to form positive links with the community and to inform and empower parents and carers with regard to positive behaviour and parenting strategies.
- There has been a focus upon improving student attendance that has seen a reduction in student absences.
- The school is implementing The Art and Science of Teaching (ASoT) as a pedagogical method that has resulted in the establishment of classroom rules and procedures.
- A number of rewards and awards have been developed to acknowledge positive student behaviour, for example, class awards, weekly awards on parade, certificates, *Well Done Awards, Golden Beach Rap* and reward days.
- Teachers are regularly recording incidents of inappropriate and positive behaviour in OneSchool.
- Comprehensive individual plans have been developed for those students requiring adjustments to their program.
- Extensive planning has been undertaken in preparation for the Years 6 and 7 students’ transition to Junior Secondary in 2015.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the implementation of ASoT to ensure the whole teaching team consistently and rigorously implements practices.
- Consider the establishment of a Behaviour Committee with a variety of stakeholder representatives, to provide a proactive approach to support the implementation of the school’s RBPS. Include a systematic process for the regular analysis of attendance and behaviour data.
- More closely align the school’s system for rewarding positive behaviour with the school’s behaviour expectations. Continue to record incidents of positive behaviour in OneSchool.
- Continue to engage parents and members of the wider community in the recently established *Parent Hub*.
- Continue to provide professional development around effective behaviour processes to ensure a consistency of practice.