DISCIPLINE AUDIT

EXECUTIVE SUMMARY – MIAMI SHS

DATE OF AUDIT: 27 MAY 2014

Background:
Miami SHS is a co-educational school located on the Gold Coast, within the South East education region. The school has been offering learning opportunities to the community since 1963 and has a current enrolment of 1,177 students. The Principal, Jim Baker, was appointed in 1997.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment and demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Developing a safe, supportive and disciplined environment is a priority of the school as reflected in the creation of two Student Support Coordinator positions. In addition, a concentrated student support precinct has been established to facilitate a coordination of services and to provide easy access for students and staff members.
- The school is driving a strong approach to managing student behaviour, based upon Edward Ford’s Responsible Thinking Process (RTP) for a number of years. Student behaviour is monitored and supported through the use of RTP levels.
- Extensive networks and partnerships have been developed with a range of external agencies in order to provide programs designed to enhance student attendance, engagement and participation.
- The school’s values of Respect, Environment, Self Discipline, People, Education, Care/Cooperation and Tolerance (RESPECT) are visible throughout the school, known by all and used as a basis for behavioural conversations both for positive and inappropriate behaviour.

Affirmations:
- A wide range of extension and accelerated learning programs support a diverse student community, build engagement and is complemented by a wide range of extracurricular activities.
- The Parents and Citizens’ Association (P&C) endorses and supports the school’s Responsible Behaviour Plan for Students (RBPS).
- A system of awards and rewards has been developed to acknowledge positive student behaviour, for example, positive postcards, RESPECT Stickers and Certificates and Good VIBES Certificates.
- A system of processes has been developed to support the implementation of the RBPS for example, policies for lateness, attendance and the RTP process. Staff members feel supported by these processes.
- Positive student and teacher relationships are a feature of the school and are facilitated through the implementation of the school’s pastoral care program, VIBES.
- Data is used systematically to monitor both student behaviour management and the effectiveness of interventions.

Recommendations:
- Continue to engage the teaching team in the school’s pedagogical framework, IMPACT, to ensure the implementation of consistent effective pedagogical practices that engage students and enhance learning outcomes.
- Develop a matrix to guide teacher decisions about standards of behaviour and effort on report cards to ensure a consistent application of standards by all teachers.
- Explore strategic ways to: further engage the wider school community in the supportive school environment; enhance relationships; develop parent skills; and strengthen the school’s positive profile.
- Include annual training in behaviour management skills for all staff members in the school’s professional learning plan to ensure that behaviour practices are consistently applied by all staff members.
- Continue with the preparation to ensure a successful transition for students to Junior Secondary in 2015.