Discipline Audit
Executive Summary – Chapel Hill SS
Date of Audit: 29 July 2014

Background:
Chapel Hill SS is a metropolitan school located in the western suburbs of Brisbane within the Metropolitan education region. The P–7 school has a current enrolment of approximately 705 students. The Acting Principal, Russell Denman, was appointed to the school at the beginning of 2013.

Commendations:
- The Principal and Leadership Team have established high expectations and clear standards of teaching, learning and behaviour for all staff members and students.
- The school has established three simple values: Respect for Self, Respect for Others, Respect for the Environment, that are known by staff members, students and parents, are highly visible around the school and form the basis for all behaviour conversations, both positive and negative.
- There is a strong, positive learning culture in the school that reflects the alignment between home and school expectations for student learning outcomes.
- The Leadership Team has provided student leaders with scaffolded development of leadership skills so that they are confident to lead assembly, organise play activities and provide appropriate support for individuals and groups of students.
- Staff members have a strong sense of collegiality and ongoing support that reflects the clear expectations of them, implementation of agreed school processes and the highly visible leadership and support of the Principal.
- *The Chill-Out Club*, run by the Chaplain and *The Club*, run by staff members on alternate days, provide students with alternate lunchtime activities.

Affirmations:
- The five step behaviour process has been widely adopted by staff members.
- The school is working with two local high schools on curriculum and pedagogical practices to support the transition of Years 6 and 7 students to Junior Secondary.
- The Principal and school leaders are highly visible in classrooms and provide additional support in lunchtime activities to maintain positive behaviour of all students.
- The school provides a wide variety of programs to support development of the skills and interests of the whole range of learners in the school.

Recommendations:
- Collaboratively develop protocols and procedures for staff members to enter positive learning behaviour in OneSchool. Update the Responsible Behaviour Plan for Students (RBPS) to reflect both this and the five step behaviour process.
- Timetable regular review of the full set of academic, behaviour and attendance data, to monitor the effectiveness of the school’s approach to behaviour management and the maintenance of the positive learning culture.
- Schedule regular delivery of professional learning for all staff members in agreed behaviour practices, to maintain consistency of language, processes and individual staff member confidence in meeting the agreed protocols.
- Routinely review the RBPS with staff members, parents and students to ensure that all stakeholders know and support the school’s approach to positive behaviour support.
- Continue to develop the coaching and mentoring triad process to provide formalised ongoing support and feedback to teaching staff members on their pedagogy. Use the Developing Performance Framework (DPF) process to support staff member engagement in the process.