DISCIPLINE AUDIT
EXECUTIVE SUMMARY - SUNNYBANK SHS
DATE OF AUDIT: 19 MARCH 2014

Background:
Sunnybank SHS is located 15 kilometres south of Brisbane city in the culturally diverse community of Sunnybank. The school was opened in 1963 and has a current enrolment of approximately 575 students. The current Principal, Ms Diane Hicks was appointed in 2006.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis at a cohort and individual level, direct teacher-parent contact, SWPBS lessons and enhanced interactions.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- The school’s community members speak with pride of the school’s diversity and strong sense of community.
- The school offers an extensive range of targeted, highly supportive intervention programs, partnerships and support staff for disengaged students, for example, Youth Support Co-ordinator, Police Citizens Youth Club, Kyabra, Multicultures Project, Breakfast Club and the Mirror Project.

Affirmations:
- The Parents and Citizens’ (P&C) Association endorse and support the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has strong and consistent processes when dealing with formal aspects of communicating with students and parents, with respect to behavioural issues.
- The school has a well balanced approach to quality teaching and learning and to the development of students’ social and emotional needs.
- Expectations about students’ behaviour is enhanced in many ways. This includes teachers explicitly teaching expectations and is supported by presentations at school assemblies, year level assemblies, daily roll classes, staff meetings, weekly staff bulletin and the school’s newsletters.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent, effective pedagogical practices that enhance student learning outcomes. Consolidate the positive attendance, behaviour and engagement trends through consistent professional practice.
- Continue to develop teacher understanding of cultures and methods of communication to enhance student engagement and whole school morale.
- Continue the implementation of the Art and Science of Teaching (ASoT) focusing on consistent, quality pedagogy, embedded whole school practices and shared high quality teaching.
- Continue developing a schoolwide commitment to an attendance target. Build a strategy supporting this target including publicity, standards, communication, rewards and consequences.
- Explore strategic ways to further engage the wider school community enhancing relationships and the school’s positive profile.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.