DISCIPLINE AUDIT
EXECUTIVE SUMMARY – COOMBABAH SHS
DATE OF AUDIT: 16-17 JUNE 2014

Background:
Coombabah SHS is located in the northern Gold Coast in the South East education region. The school has a current enrolment of 1,130 students. The Principal, Chris Kern, was appointed to the school in 2008.

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 tone of the school is calm and reflects the supportive and inclusive nature of the school and the development of a positive behaviour culture and a commitment to purposeful learning. There is a very strong focus across the school in building a culture supportive of learning.
- The school is implementing the Schoolwide Positive Behaviour Support (SWPBS) approach which has contributed to the development of a positive learning culture and has resulted in a reduction in student referrals and an improvement in student behaviour. SWPBS is a priority in the school’s improvement plan and an action plan for its implementation has been developed. A positive student behaviour expectation matrix, structured around the school’s behavioural expectations has been developed.
- A number of initiatives have been introduced to acknowledge positive student behaviour, including the positive behaviour, Posbee, Points Awards, Posbee Badges, Spirit of Coombabah Awards, 95% Attendance Awards and Posbee Staff Awards.
- The school’s behavioural expectations, Be Safe, Be Respectful and Responsible, Be a Productive Learner, are visible throughout the school, known by all and used as a basis for behavioural conversations both for positive and inappropriate behaviour.

Affirmations:
- There has been a focus upon developing a strong alignment between positive behaviour support and the school’s pedagogical framework through the collaboratively developed Collective Commitments.
- Preparations for Junior Secondary include a timetable restructure featuring a reduction in the number of teachers for students in Year 8 and for Year 7 in 2015.
- The Responsible Behaviour Plan for Students (RBPS) includes the Responsible Thinking Process and the use of a Planning Room.
- The Student Support Team, centrally located in the Student Support Hub, provides a coordinated approach to the provision of the social, emotional and welfare needs of students at risk of disengaging from learning.
- Strong partnerships have been established with partner primary and secondary schools, local businesses and industry, with a view to enhancing student engagement.

Recommendations:
- Continue the implementation of SWPBS engaging all staff members and students to embed consistent practices and expectations. Use data to inform decision making, provide a basis for specific targeted actions and to map implementation progress.
- Include annual training in behaviour management skills for all staff members in the school’s professional learning plan, to help ensure that behaviour practices are consistently applied by all staff members.
- Continue to explore strategic ways to further engage the wider school community in the supportive school environment; enhancing relationships, developing parent skills and strengthening the school’s positive profile.
- Regularly review the RBPS to ensure the school’s behaviour management processes, including processes for the operation of the Planning Centre, are clear and responsive to staff members and student needs.
- Consider the development of a matrix for the application of standards for Effort and Behaviour to guide teacher comments on report cards.