Discipline Audit
Executive Summary - Victoria Point SHS
Date of Audit: 3-4 March 2014

Background:
Victoria Point SHS is located in the Redlands District of coastal south east Queensland. The school opened in 1997 and has a current enrolment of 1150 students. Current Principal Scot Steinhardt was appointed to the school in January 2014.

Commendations:
- The provision of individualized and personalized student support, provided by the Student At Risk (STAR) committee has been an extensive focus of the school. This involves regular meetings with a range of support personnel including the Guidance Officers, Deans of Students and Deputy Principals, to address the support and welfare needs of students. Individual Behaviour Management Support plans have been developed for a number of students and there are numerous programs of support offered internally and externally by the school.
- The successful focus upon attendance, evidenced by a reduction in student absences, has included the introduction of ID Attend and the appointment of an Attendance Officer.
- The school’s values, Respect, Responsibility and Integrity, are visible throughout the school and readily identified by students. These expectations form the basis for student behaviour conversations.
- The whole school focus upon the implementation of the pedagogical framework, The Art and Science of Teaching, is reflected in the establishment of a set of common processes around classroom procedures.

Affirmations:
- Students enrolling in the school receive a thorough induction to the school culture and behaviour expectations.
- The school acknowledges appropriate student behaviour through the use of positive postcards which are sent home to parents/guardians, reward days and attendance certificates.
- A student support services hub has been established to provide a coordinated approach to the provision of a wide range of targeted intervention and support strategies for a number of students with diverse needs.
- The Behaviour Support teacher works closely with teaching staff and students to enhance student outcomes.
- There is a well-established process of student leadership which includes Year 11 Peer Leaders who mentor the incoming Year 8 students.

Recommendations:
- Consider the development of 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.
- Continue to promote, refine, develop and implement the role of the Dean of Students.
- Explore ways to share behaviour, attendance and outcomes data to promote consistent and improved teaching practices across the whole school.
- Explore strategic ways to further engage the wider school community enhancing relationships and the school’s positive profile.
- Continue to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.
- Develop protocols for the entry into OneSchool of incidents of appropriate and inappropriate behaviours to ensure consistency of practice.
- Provide opportunities for staff members to develop their knowledge and skills in ensuring student engagement and managing student behaviour.