**DISCIPLINE AUDIT**  
**EXECUTIVE SUMMARY – BURROWES SS**  
**DATE OF AUDIT: 2 SEPTEMBER 2014**

**Background:**  
Burrowes SS was opened in 1987 and is located in Logan City, within the South East education region. The Prep to Year 7 school has a current enrolment of approximately 800 students. The Principal, Monique Pfingst, was appointed to the position in 2011.

**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 developed a set of positively stated and highly visibly school wide behaviour expectations: *I am a Learner; I am Safe; I am Responsible; and I am Respectful.* These expectations are communicated widely throughout the school, from flags at the front gate to classroom displays.
- Staff members are effectively using a range of innovative and proactive reward systems across the school such as, *Attendance Armbands, Positive Certificates, Postcards for Learning and Gotcha Awards* for students nominated by the class teacher and whole school to affirm Behaviour and Effort success.
- The school has an ongoing commitment to pedagogy through the Art and Science of Teaching (ASoT) and has offered staff members’ training in the Essential Skills for Classroom Management (ESCM).
- The Special Needs Action Committee and Schoolwide Positive Behaviour Support (SWPBS) Committee’s referral processes and review of individual student learning and behaviour data to capture individualised intervention strategies.
- Embedded links with businesses, agencies and governmental departments to build parent and community capacity evidenced by: *G20 Project for Artist in Residence, Girls Group and YMCA Breakfast Club.* These programs are innovatively enhancing student engagement.
- Strong data collection processes are enacted in the school. Positive actions, as well as, minor and major incidents of student behaviour are being recorded in OneSchool.

**Affirmations:**
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has implemented the whole school Developing Performance Framework (DPF) planning approach and feedback processes for staff members, by adopting lesson observations, *Watching Others Work* and offering Classroom Profiling.
- Systemic data collection of minor incidents are analysed at behaviour meetings and shared with staff members at staff and SWPBS meetings and with the P&C.
- Staff members are effectively using a range of innovative and proactive approaches, such as the whole school *You Can Do It! Resilience Keys; Rock and Water;* and Student Leadership programs for various targeted groups to build resilience.

**Recommendations:**
- Continue to build classroom teachers’ data literacy skills by linking electronic school systems on OneSchool and Class Dashboard, to record, analyse and act on student data in terms of attendance, behaviour and learning.
- Continue the journey towards Tier 2 of SWPBS to enhance classroom practice and *Kids Matter.*
- Consider revisiting explicit behaviour teaching episodes to include the reviewed school expectations and incidental data as appropriate for junctures.
- Determine next step of ESCM by offering Classroom Profiling.
- Continue to explore ways to engage parents and empower them with relevant training and information on locally available, effective positive parenting courses.