DISCIPLINE AUDIT
EXECUTIVE SUMMARY - SOUTHPORT SHS
DATE OF AUDIT: 3 JUNE 2014

Background:
Southport SHS is located centrally on the Gold Coast within the South East education region. The school has been offering learning opportunities to the community since 1916 and has a current enrolment of 1,450 students. The Principal, Steven McLuckie, was appointed in 2010.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment and demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The Principal and Leadership Team are to be commended on their significant and focussed drive towards improving the school’s programs, outcomes and in building community confidence of the school.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, collegial student management, data analysis at a cohort and individual level, direct teacher to parent contact, SWPBS lessons and enhanced interactions.
- The school has four underpinning core values: teaching and learning; ourselves; responsible relationships; and our community.
- Innovative leadership positions have been created in response to changing needs and the improvement of the school’s learning culture, for example: Deans of Behaviour; Deans of Special Programs; HOD Professional Practices.
- The school leaders and the Support Services Team regularly review student data to identify students requiring support and closely monitor and lead them through re-engagement and connection to internal and external support services.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorses the school’s Responsible Behaviour Plan for Students (RBPS).
- The implementation of Junior Secondary in 2014 as a Flying Start trial school has resulted in strong partnerships with primary schools and a positive environment for Year 7 students.
- Expectations about student behaviour is supported by presentations at school assemblies, year level assemblies, pastoral care lessons, staff member meetings and in school newsletters.
- School community members speak with pride about the school’s positive learning environment, sense of community, improvement over time and the wide variety and quality of programs.
- The school has a balanced approach to quality teaching and learning, as well as the development of students’ social and emotional needs, supported by a quality student support services team.

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 behaviour and engagement trends through fully committed consistent professional practice.
- Develop agreed processes for roll marking that is consistently and rigorously implemented by all teaching staff, every day.
- Consider developing a schoolwide attendance target. Build a strategy supporting this target including publicity, standards, communication, rewards and consequences.
- Continue the implementation of SWPBS with an aim to explore ways of implementing consistent teaching and enactment of student expectations. Examine the possibilities of implementing a student rewards system.
- Explore strategic ways to further engage the wider school community to enhance relationships and the school’s positive profile.