DISCIPLINE AUDIT
EXECUTIVE SUMMARY- ARUNDEL SS
DATE OF AUDIT: 22 - 23 OCTOBER 2013

Background:
Arundel SS was established in 1994. The school serves the areas of Arundel and Parkwood on the northern Gold Coast. There are 1052 students in 43 classes from Prep – Year 7. A Special Education Unit servicing 65 students is an integral part of the campus.

Commendations:
- The current learning and behaviour culture in the school is highly supportive and responsive to student learning needs and teachers are highly committed to engaging with students at an individual level to maximise their learning opportunities.
- Communication and teamwork between teachers, school leaders and support staff members is a key feature of the school’s highly effective approach to supporting individual students in terms of welfare, learning engagement and behavioural needs.
- The school leadership team, along with the Student Services Team have introduced a wide range of strategies to provide a safety net for students with special learning and behavioural needs. These include a range of lunchtime programs such as Kids Catch-up and the Drama and Dance Excellence program; a split lunchtime timetable; early intervention programs such as the Act for Kids and the cluster based Coral House Program; parenting workshops; Prep activity room and the supervised Special Education Play Area.
- The school is a very inclusive and goes to great lengths to give students who have been excluded from other schools an opportunity for success.

Affirmations:
- The school lives and breathes the valuing of cultural inclusivity, evidenced by the level of support and respect students from many different backgrounds show each other in their daily interactions.
- The school leadership team, Guidance Officer and Support Teacher Literacy & Numeracy effectively case manage a wide range of students referred to Student Services for Support.
- The STEP process for redirecting students with inappropriate behaviour in classrooms is consistently followed by classroom teachers.

Recommendations:
- Further define whole school behavioural expectations with students, staff members and parents and continue to support the explicit teaching of behavioural expectations in the school, to enhance consistency of language and practice across the school. Review resource support for teachers to achieve this.
- Clarify protocols and expectations for teachers in relation to the use of One School to track both positive and challenging behaviours.
- Continue to build classroom teachers’ capacity to analyse, interpret and act on student data in order to more independently support students in terms of their behaviour and learning.
- Consider more extensive use of OneSchool’s Support Provisions to provide a whole school overview for review purposes and allow continuity of student information.
- Consider the use of classroom profiling to support classroom teachers with more challenging students.
- Continue to develop proactive small group programs for targeted groups of students, to support the school’s high quality individual case management.
- Continue to build partnerships with Allied Health Services to support an increasing number of students and families presenting with Mental Health issues.
- Consider further developing the rewards programs to support the motivation, engagement and regular attendance of all students. In particular, continue to review strategies and processes to address unexplained absences.