DISCIPLINE AUDIT
EXECUTIVE SUMMARY - ALBANY CREEK SHS
DATE: 29 JULY 2014

Background:
Albany Creek SHS is located approximately 16 kilometres north of Brisbane within the Metropolitan education region. The school was established in 1982 and has a current enrolment of 1,054 students. Lyn Ruttley has been the Principal for the past 14 years.

Commendations:
- The Principal and the Leadership Team 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 reflects the development of a positive school culture with a commitment to student learning.
- The school is driving a strong agenda around its school values: Resilience, Responsibility, Reliability and Respect. These values are embedded in practice, visible in all classrooms, known by students, used as a basis for behavioural conversations and provide the cornerstone for behaviour management in the school.
- The implementation of The Art and Science of Teaching (ASoT) as a pedagogical framework, with a focus upon learning goals and whole school classroom expectations, is the foundation of work in the classrooms and has reinforced the school’s Responsible Behaviour Plan for Students (RBPS) in the classroom setting.
- A strong focus upon improving student attendance, including the development of clear policies and processes, has seen a reduction in absences.
- The pastoral care classes, Wellbeing, Achievement and Values for Everyone (WAVE), provide for the explicit teaching of the school’s values and the delivery of a student wellbeing program for all year levels.

Affirmations:
- The Parents Citizens’ Association (P&C) endorses and supports the school’s RBPS. In addition, a large number of parents support the school through their involvement in the instrumental music and sporting support groups.
- A successful peer support program has been developed to mentor new students to the school.
- Extensive links have been formed with outside agencies, businesses and universities to provide a variety of flexible pathways to suit the needs of a wide range of students.
- A Schoolwide Expectations Teaching Matrix has been developed outlining the school’s behavioural expectations and values in a variety of school, and beyond school, settings.
- Extensive planning, in addition to regular communication with primary partner schools, has been undertaken in preparation for the enrolment of Year 7 students to Junior Secondary in 2015.

Recommendations:
- Continue to explore strategic ways to further engage the wider school community in the supportive school environment through enhancing relationships, developing parent skills and strengthening the school’s positive profile.
- Further develop ways to celebrate positive student achievements. Continue to develop a positive learning environment that ensures maximum engagement and improved student achievement outcomes. Document incidents of positive behaviour in OneSchool.
- Enhance the school’s RBPS through considering the development of further proactive processes to support students who require targeted behaviour support.
- Continue with the implementation of ASoT and the provision of professional development, to develop teaching staff capacity around their pedagogical practice and effective classroom management processes, to ensure a consistency of practice.
- Extend the WAVE program to cater for incoming Year 7 students and continue to review the WAVE program to ensure it is responsive to staff member and student needs.