DISCIPLINE AUDIT
EXECUTIVE SUMMARY – JINDALEE SS
DATE OF AUDIT: 19 AUGUST 2014

Background:
Jindalee SS is situated in the western suburbs of Brisbane, within the Metropolitan education region. The school was established in 1966 and has a current enrolment of 906 students and reflects a stable multicultural demographic. The Acting Principal, Bill Carey, has been in the position since 2014.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2012. The Leadership Team has begun the review process in preparation for 2015.
- The school has endorsed the Jindalee Way which describes the values and expected behaviours for the school and has developed a set of monitoring and self-assessment tools to assist students to display the expected behaviours. Staff members and students were able to articulate the school’s expected behaviours, with some parents reporting that the Jindalee Way has become part of the code of behaviour at home.
- School leaders and staff members are committed to ensuring a safe and supportive learning environment for students and have a strong focus on engagement in the curriculum as a means to enhance the supportive learning environment for all students.
- Student engagement in learning is being progressed through the innovative use of the Bring Your Own Device (BYOD) program where students bring their own technology devices to class each day to engage with digital learning.
- Respectful and caring relationships are evident between all stakeholders, reflected in the supportive relationships with families and the positive way in which staff members and students interact.
- The school is in contact with the local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Affirmations:
- Positive student behaviour is reinforced through a range of whole school and class reward systems tailored to the age, ability and motivation of the students. These systems recognise positive behaviours on a daily and weekly basis.
- Whole school behaviour expectations are visible throughout the school and are prominently displayed in classrooms.
- The school has begun to utilise a shared matrix of criteria as a guide to making consistent judgements for Effort and Behaviour ratings. Students use the matrix to self-evaluate their progress with verifications from teaching staff. Parents report strong support for this initiative.
- Teaching staff recall positive stories of students with complex behaviours being intensively supported by school staff and external agencies to modify and adjust the curriculum to suit the learning needs of the supported student. A feature of the learning environment is the caring way in which students support their peers.

Recommendations:
- Continue to review the school’s development of a safe and supportive learning environment through intentionally developing school wide practices, protocols and procedures that provide consistency across the school.
- Further develop staff members’ capacity and knowledge to record and use consistent data, including minor, major and positive behaviours. Also, develop the use of the OneSchool class dashboard to enable staff members and school leaders to use the accumulated data to inform decision making in response to developing trends in classrooms and across the whole school.