DISCIPLINE AUDIT
EXECUTIVE SUMMARY - URANGAN SHS
DATE OF AUDIT: 19 MARCH, 2014.

Background:
Urangan SHS is located in Hervey Bay in the North Coast education region. The school was established in 1992 and has a current school enrolment of approximately 1,650 students.

Commendations:
- The Principal and leadership team have established, and are driving, a strong process to ensure teaching staff develop effective behaviour management strategies. Coaching and mentoring teams have been developed to enable all teaching staff to participate in regular classroom profiling sessions once per term, to receive feedback and to develop their capability in managing student behaviour.
- The school has built a strong student centred culture, with a key focus on developing positive student-teacher relationships. An innovative and creative approach to managing student behaviour, based on the coaching and mentoring teams has been implemented. These teams follow through the year levels from Years 8 - 12.
- There has been a focus on enhancing communication with the parent community. Systems have been developed to enable teachers to send home a variety of text messages, including positive messages, from their laptop computers.
- Developing staff members' expertise is a priority of the school and professional development on the Essential Skills of Classroom Management is provided to all teachers on a yearly basis.
- A system of positive rewards is being implemented to acknowledge appropriate student behaviour. This includes a points system for merit points, rewards activities, letters of commendations, honours shirts and faculty awards.

Affirmations:
- Improving student attendance is a school priority and a truancy officer has been appointed to reduce student absences.
- The school has developed an approach to behaviour management which is based on the school’s philosophy, Respect for self, Respect for others and Respect for the environment. A matrix has been developed to define the school’s philosophy and expectations in a variety of settings.
- A variety of community programs have been accessed to provide a range of alternative pathways for students at risk of disengaging from learning, for example, Glendyne and UTech.
- The recent introduction of the Social and Emotional Learning Framework (SELF) provides for the social, emotional and welfare needs of students from Years 7 - 12.
- The school has introduced a program, ULead, which is designed to enhance the leadership capabilities of selected junior and senior secondary students.
- Strong links have been formed with the primary schools in preparation for Year 7 entry into high school. A Junior Secondary working party has been established and Year 7 teachers have been identified and are working in close consultation with the school.

Recommendations:
- Continue to build upon the school’s focus of developing a disciplined learning environment to promote a focus on the development of high levels of student engagement, attendance and academic achievement.
- Revisit and highlight the school’s philosophy and implement a common language for behavioural conversations both for positive and inappropriate behaviours.
- Review the processes for managing student behaviour to ensure they remain responsive to staff member, student and parent needs. Consider the clarification of the protocols for the entry into OneSchool of major and minor behaviours.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.