DISCIPLINE AUDIT
EXECUTIVE SUMMARY - HOLLAND PARK SHS
DATE OF AUDIT: 15 AUGUST 2014

Background:
Holland Park SHS is located 10 kilometres south of the Brisbane Central Business District, within the Metropolitan education region. The school has been providing learning to the community since 1971 and has a current enrolment of approximately 495 students. The Principal, Ms Jocelyn Roberts, was appointed to the position in 1996.

Commendations:
• The school has three positively stated values which inform the learning culture of the school: Learning, Respect, Cooperation. These values are communicated in a variety of ways and are visible throughout the school. The school has an annual focus area which is communicated with the community: Every lesson, Every day counts.
• The school has a range of programs to provide opportunities for, or support for, groups of students, for example, Triple E (Excellence, Enrichment, Extension) classes, High Performance Volleyball and Elite Gymnastics, Rock and Water, DLA Piper Leadership program and RISE.
• School community members speak with pride about the school’s commitment to its students, sense of community, positive teacher student relationships and opportunities for all students to achieve.
• The school’s implementation of the Art and Science of Teaching (ASoT) as a school wide pedagogical framework which will drive improved behaviour, engagement and achievement.

Affirmations:
• The Parents and Citizens’ Association (P&C) endorses the school’s Responsible Behaviour Plan for Students (RBPS).
• The school has a well balanced approach to quality teaching and learning and to the development of the students’ social and emotional needs.
• The school surveys students annually regarding bullying and relationships, and implements programs to inform development and improvement.
• Triple E Excellence awards, commendations, attendance awards and postcards, are used to recognise positive performance aligned to the school values.
• Peer classroom observations have commenced to support the implementation of ASoT and the implementation of Essential Skills for Classroom Management (ESCM). This is complimented by a professional Reading and Reflection program.
• In preparation for the implementation of Junior Secondary, the school has worked closely with the local primary schools and completed process scans and professional development with teachers.

Recommendations:
• Continue to engage all teaching staff with the consistent implementation of ASoT, including the explicit teaching of appropriate behaviours pertaining to the school’s communicated values. Further develop teachers’ skills for providing quality feedback about behaviour and learning to students.
• Further develop and implement teacher observation and feedback processes to develop a school wide, self-reflective culture focused on ASoT and ESCM. Connect these processes and discussions to the Developing Performance Framework (DPF) process.
• Maintain a focus upon improving student attendance rates in order to ensure positive achievement outcomes for students. Develop clear and widely communicated target and review processes, clarify and expand existing roles in support of attaining this benchmark.
• Further coordinate and enhance the school data plan to ensure there is regular school wide analysis and discussion of systematically collected data on student behaviour and attendance. This data analysis should consider the overall picture of school student behaviour, in order to evaluate the success of policies, procedures and programs, to plan and enact a continuous improvement process.
• Consider the implementation of a pastoral care role within the existing form class structure, to strengthen wellbeing case management and to provide mentoring and coaching for students.
• Enhance the consistency of implementation of the positive rewards processes used by teachers with the associated regular recording in OneSchool.