EXECUTIVE SUMMARY - STAFFORD HEIGHTS SS
DATE OF AUDIT: 16 MAY 2014

Background:
Stafford Heights SS, located approximately 5 kilometres north of Brisbane’s Central Business District in the Metropolitan education region, has a current enrolment of 190 students from Prep to Year 7. The Principal, Neil McMahon, was appointed in 2013.

Commendations:
- The school has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground.
- The expectations of We are Learners, We are Respectful and We are Safe, are continually communicated and evident in the behaviour of most students.
- Professional development in the area of student wellbeing and resilience, has been undertaken by all staff members when they completed the modules provided by the Kids Matter team. Student wellbeing is a priority in every staff member’s professional development and performance plan.
- The school environment with its colourful murals, well kept grassed area and great sports facilities reflects a sense of belonging and pride. The covered playgrounds, handball courts, giant chess board area, covered sand pit, oval areas and the school’s resource centre provide many locations where students can play and interact safely with their peers.
- Community Education is well established, making full use of the school’s many facilities. The Community Education Centre is a sub-committee of the Parents and Citizens’ Association (P&C).
- The school encourages parents and volunteers to assist within the classrooms especially with the reading and literacy programs.
- Firm links have been made with Bunyaville Environmental Centre where environmental, leadership and team building programs are accessed by all classes across the school.

Affirmations:
- Community groups such as Red Cross, The Smith Family and Kids Hope provide support for the school community and individual students. Breakfast programs twice a week are provided for the students by local church groups.
- Intensive behaviour support from the region’s Behaviour Services team, have proved very successful with individual student cases.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- There is evidence that school generated data has been utilised when reviewing school procedures.

Recommendations:
- Refine and embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Establish a systematic methodology for the explicit instruction of the school’s rules.
- Review the school’s data plan so that academic, diagnostic, behaviour and attendance information are included in the systematic collection of data.
- Enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Review the school’s procedures and protocols for Effort and Behaviour ratings and comments on student reports to ensure alignment to the school’s behaviour expectations and consistency across the school.
- Maintain strong connections with the many local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students entering Junior Secondary.