

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY - KIRWAN SHS

### DATE OF AUDIT: 9 SEPTEMBER 2014



#### Background:

Kirwan SHS is located in the city of Townsville, within the North Queensland education region. The school was established in 1979 and has a current enrolment of approximately 2000 students from Years 8 - 12. The Principal, John Livingston, was appointed to the position in 1988.

#### Commendations:

- The Principal and school leaders 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 longstanding commitment to the school community by the Leadership Team has contributed to a strong supportive and innovative learning environment.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis at a cohort and individual level, direct teacher to parent contact, pastoral care and enhanced interactions.
- The school has a small number of positively stated school wide expectations and appropriate behaviours, including, *Be respectful, Be engaged, Be safe*.
- The school has an ongoing commitment to the *Art and Science of Teaching* (ASoT).
- There is an unrelenting focus upon improving attendance for all students.
- The school has extensive high quality partnerships designed to meet the many different learning needs, support requirements, aspirations and interests of all students. There is an extensive range of targeted, supportive intervention programs and support staff members.
- The school has created unique staff roles to improve the level of service and meet the needs of all students, including Head of Departments in Student Wellbeing Services, Defense Transition Mentor, and Student Engagement Team.

#### Affirmations:

- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for students (RBPS).
- Expectations about students' behaviour is enhanced in many ways, including, explicitly teaching expectations supported by presentations at college assemblies, year level assemblies, daily roll classes, staff meetings, social media and in the college newsletters.
- The school has well-structured Support Teams that works collaboratively to meet the social, emotional, learning and welfare needs of students.
- School leaders regularly review student data at meetings to identify students requiring support, then monitor and lead them through re-engagement and connection to support services.

#### Recommendations:

- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the implementation of ASoT to ensure consistent implementation.
- Continue the implementation of SWPBS to embed practices and develop new initiatives.
- Maintain a focus upon improving attendance through high standards, consequences and rewards.
- Consider developing a college celebration of academic achievement, personal improvement and student attendance that is held each semester including the whole school community.
- Develop consistent record keeping practices for administration in OneSchool, to record the return from suspension process and the ongoing support provided to students and families.
- Focus upon gaining consistency of practice with all staff members in managing student behaviour, maintaining standards and in developing a collegial and high performing culture for learning.
- Continue planning for the entry of Year 7 into Junior Secondary in 2015. Include planning on specific areas for seating and play, engagement strategies and involvement in the wider school context.
- Research the concept of establishing a community hub based at the school to provide services, education, venues and a space for community engagement.