

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – KENMORE SHS

DATE OF AUDIT: 25 JUNE 2014



Background:

Kenmore SHS is an Independent Public School located in the western suburbs of Brisbane, within the Metropolitan education region. The school has been offering learning opportunities to the community since 1972 and has grown to have a current enrolment of over 1,600 students. The Principal is Joanne Hughes.

Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment and demonstrate a very strong conviction that consistent pedagogy, student engagement and regular attendance are keys to improved student learning.
- The school wide positive, focused, high quality learning environment is visible through high levels of student engagement in learning, supportive and disciplined classrooms and playground, strong relationships and very good student outcomes.
- A very clear *Learning Policy* has been developed and is consistently implemented, focusing on the *Dimensions of Learning* and is enhanced by teacher reflective practices.
- The school values: *Learning; Excellence; Integrity; Belonging; and Partnerships*, positively guide behaviour choices in the school and staff members model these behaviours for students,
- *Essentials*, a school wide pastoral care program that incorporates the *Habits of the Mind*, plays a central role in the explicit teaching of the school values.
- The consistent use of data is leading to improved personalised learning through targeted teaching, specific to the needs of groups and individuals.
- High levels of communication and engagement with parents is evident the school. Parent wellbeing information evenings are held once a term and are highly valued.

Affirmations:

- Students enrolling at the school are inducted into the school's culture and behaviour expectations through a detailed enrolment process undertaken by school leaders.
- Individual behaviour and learning plans are developed for students who require a higher level of guidance around behaviour expectations.
- Support staff members play a crucial role in the intensive case management of students experiencing behavioural, health, social, emotional and family issues.
- There is an extensive range of curricular, co-curricular and extracurricular programs to challenge, engage and re-engage the diverse range of students that are enrolled in the school.
- The Parents and Citizens' Association (P&C) endorse and support the school's Responsible Behaviour Plan for Students (RBPS), with parents supporting the behaviour expectations of the school.
- There is strong evidence of positive, respectful and caring relationships across all members of the school community. As a result, a positive, calm and friendly school tone and climate is evident.
- Students, staff members and parents express high levels of pride in the school.
- Criteria have been developed to ensure consistency when determining effort and behaviour levels on student reports.

Recommendations:

- Explicitly link the school values to the behaviour and learning expectations of every teacher in every classroom. Encourage teachers to clearly refer to the values where appropriate in their lessons.
- Continue to develop teachers' capabilities in deeply engaging, extending and challenging the full range of students in meaningful learning.
- Provide training for teachers in the use of OneSchool to accurately record inappropriate behaviour incidents. Develop protocols for the recording of positive behaviours in OneSchool.
- Consider the availability of formal training in behaviour micro skills, such as the *Essential Skills for Classroom Management*, particularly for new and returning teaching staff.