

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - KENMORE SS

DATE OF AUDIT: 16 OCTOBER 2014



Background:

Kenmore SS is located in the western suburbs approximately 13 kilometres from the Brisbane Central Business District, within the Metropolitan education region. The Prep to Year 7 school has a current enrolment of approximately 270 students. The Principal, Glenn Forbes, was appointed to the position in 2013.

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. The three behaviour expectations: *Respect*, *Responsibility* and *Resilience* are enacted across the school and are elaborated in the School Wide Expectations Teaching (SET) matrix. These expectations are evident in the behaviour of most students.
- The school environment reflects a sense of belonging and pride that is evident across all areas of the learning community.
- There is a school ethos built around high expectations for learning and behaviour, student involvement and acceptance. Impressive covered play areas, as well as, bright murals and extensive oval and sports facilities provide many choices for students to successfully interact with their peers.
- The school is supported by an active Parents and Citizens' Association (P&C) which co-ordinates, Out of School Care, Community Education sessions, uniform shop and the tuckshop. The P&C focus their fundraising to enhance curriculum implementation, support cultural activities and improve facilities.
- The school's Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring disruptive behaviour is dealt with promptly and in a respectful manner.
- Professional development opportunities focusing on behaviour management, classroom essential skills and on-line modules are evident in the school's Developing Performance Framework (DPF) and staff members' Performance Plans.
- Students and parents are well aware of behaviour expectations and consequences of inappropriate behaviour.

Affirmations:

- School assemblies, coordinated by the student leaders each Thursday afternoon, are used to celebrate students' achievement, effort and learning, as well as, introducing the upcoming events for the school community.
- The school Chaplain, Developmental Guidance Officer, local businesses and personnel from the University of Queensland (UQ) support the students and the programs offered at the school.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:

- Revise the school's RBPS so that it reflects the current procedures and strategies. Ensure a consistent approach 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.
- Review attendance protocols to ensure that the *Every Day Counts* strategy is effectively enacted and a consistent approach to recording information across the school is evident.
- Provide opportunities to engage the full range of parent and community representatives in information sessions on the school's approach to behaviour management and school program development as new topics arise.
- Consider including mentor programs using community expertise.
- Strengthen connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.
- Review the data collection process and data plan to ensure that academic, diagnostic, attendance, and behaviour incidents are recorded in OneSchool in order to allow a full analysis of the data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.