

DISCIPLINE AUDIT
EXECUTIVE SUMMARY - CORINDA SHS
DATE OF AUDIT: 20 MARCH 2014

**Background:**

Corinda SHS was opened in 1960 and has a current enrolment of approximately 1,525 students. The school's vision, *Exceed your Expectations*, is reflected in its aim to provide an engaging learning environment which has consistent high expectations for all. The current Principal, Ms Helen Jamieson, was appointed in 2007.

Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. A strong conviction is demonstrated that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours, *Courtesy, Cooperation* and *Commitment*. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- 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-parent contact, SWPBS lessons and enhanced interactions between staff members and students.
- School leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- A focused improvement agenda and commitment to improved student outcomes is in place, that is best exemplified by the academic coaching structure for senior students.
- The school is committed to the high quality implementation of the Art and Science of Teaching (ASoT).

Affirmations:

- The Parents and Citizens' (P&C) Association endorse and support the school's Responsible Behaviour Plan for Students (RBPS).
- The school has strong and consistent processes for managing student behaviours, collecting data and initiating actions to support students, for example, *Student Success Strategy*.
- A well balanced approach to quality teaching and learning and to the development of the students' social and emotional needs is evident.
- Expectations about students' behaviour is enhanced in many ways. This includes teachers explicitly teaching expectations and is supported by presentations at school and year level assemblies, daily roll classes, staff meetings, facebook, twitter and in the school's newsletters.
- The school community members speak with pride about the school's diversity and strong sense of community.

Recommendations:

- Continue to engage the teaching team in the development and implementation of consistent effective behaviour management practices that enhance student learning outcomes.
- Continue the implementation of SWPBS engaging all school community members.
- Continue the implementation of ASoT, focusing upon consistent quality pedagogy, embedded whole school practices and shared high quality teaching.
- Explore strategic ways to further engage the wider school community enhancing relationships and the school's positive profile.
- Begin to explore ways the skills of parents and carers' can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.
- Consider implementing supervised activities for students at break times during the day.
- Develop consistent record keeping practices for administration in OneSchool.