

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - DYSART SHS

DATE OF AUDIT: 24 JUNE 2014



Background:

Dysart SHS is located west of Mackay in the Central Highlands in the Central Queensland education region. The school has a current enrolment of approximately 135 students. The Principal, Catherine Rolfe, was appointed to the school in 2012.

Commendations:

- Attendance is a real focus of the school with clear targets set and rewards given. The school acknowledges the attendance performance of care class averages and rewards the top performing classes. Attendance data is examined and promoted on assembly and at meetings.
- A coaching and mentoring process is in place that includes filming lessons and providing feedback. The school has also begun profiling and classroom walk-throughs by the Leadership Team.
- The school has established the *Spectrum of Engagement* to provide a positive support program for students. The *Spectrum of Education* is strongly supported by the Parents and Citizens' Association (P&C) and has grown in importance to include the end of year *Bluey Awards*.
- The school comprehensively uses data to determine school policies and actions in response to the data.
- The school values, the 3Rs (*Respect, Responsibility and Resilience*), are known by all staff members and students and form the basis of behavioural conversations.
- The school has put in place a strong transition process to ensure the Year 7 students move smoothly into Junior Secondary in 2015. The school has very strong links to the primary school providing multiple opportunities to engage with the Year 7 students, teachers and parents.
- Students and staff members speak with pride about the school. There is strong collegiality amongst staff members.

Affirmations:

- The school is implementing as their pedagogical framework, the Dimensions of Teaching and Learning and Explicit Instruction.
- A *Student Wellbeing Program* is in place and is delivered in Years 8 and 9 with a junior focus and Years 10 -12 with a senior focus.
- The Student Support Team has developed strong links to support agencies to overcome the relative isolation of the school from a major centre.
- The three school rules that determine if behaviour is acceptable are: if you are actively learning; allow others to actively learn; allow the teacher to teach. Teaching staff also have agreed routines in place for the management of the classroom.
- The school provides a range of processes to support beginning teachers, enabling them to adapt to the expectations and procedures of the school and support their professional development.
- The Student Council has a significant say in the amendment and adoption of school rules and procedures that directly affect the student body.

Recommendations:

- Encourage all staff members to engage with profiling as part of the structured coaching and mentoring practices in place in the school.
- Develop consistency around the implementation of explicit school rules and agreed routines. Ensure these are explicitly taught by all teachers in every classroom, every lesson, every teacher, every day.
- Continue to target student attendance by revisiting follow up procedures for absent students and promoting that *Every Day Counts*.
- Continue the role out of Explicit Instruction to establish clear and consistent rules and procedures in all classrooms to provide clarity around what students and teachers are expected to do.
- Investigate and implement an evidenced based response to address bullying issues that may arise during break times.
- Continue to provide regular access to a program of professional development to ensure that behaviour support processes are consistently applied across the school.