

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY - KAWANA WATERS SC

### DATE OF AUDIT: 13 NOVEMBER 2014



#### Background:

Kawana Waters SC is located on the Sunshine Coast, within the North Coast education region. The college has a current enrolment of approximately 1,428 students. The College caters for Years P – 12, through the amalgamation of Bokarina SS and Kawana Waters SHS in 2006. The Principal, Paul Williamson, was appointed to the college in 2011.

#### Commendations:

- The college has developed a strategic framework that is evidenced based and shows the Leadership Team's sound understanding of an effective learning culture by aligning pedagogy and student engagement extremely well.
- The Principal and college 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 Schoolwide Positive Behaviour Support (SWPBS) process provides a foundation and framework for further developing positive relationships and student engagement.
- The college 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.
- The college has created unique staff roles to improve the level of service and meet the needs of all students such as: Deputy Principal, *High Reliability Schools Strategies*.
- The college has a well structured Student Support Services Team (SSST) that works collaboratively to meet the social, emotional, learning and welfare needs of students and staff members.

#### 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. This includes teachers explicitly teaching expectations and is supported by presentations at school assemblies, daily roll classes, staff meetings, the college website, postcards and in college newsletters.
- The college has an ongoing commitment to the Art and Science of Teaching (ASoT) as a pedagogical model.
- The college has three positively stated school wide expectations: *Respect Ourselves, Respect Others* and *Respect the Environment*.
- A Developing Performance Framework (DPF) process is in place for all staff members.

#### Recommendations:

- Continue the cultural shift to capability building and staff members' ownership of academic rigour and student engagement. This can be achieved through the planned improvement of effective pedagogical practices through ASoT, professional coaching, Professional Learning Teams (PLT) and the SWPBS process.
- Review the alignment of the college values, expectations and classroom rules in order to establish clarity and consistency of language and practice.
- Further develop teachers and student understanding of the *Respect; strive for Excellence; value Diversity; experience Enjoyment* (REDE) levels of student support and related consequences.
- Continue developing a school wide commitment to an attendance target. Build a strategy supporting this target including publicity, standards, communication, rewards and consequences.
- Create a sense of urgency in developing a more comprehensive strategy for addressing K - 3 learning outcomes for improvement, through closer networking with Pre-Prep providers.
- Develop consistent record keeping practices for all Leadership Team members.
- Utilise the commencement of Junior Secondary in 2015 to reculture student and staff members' behaviours; building expectations to create a positive, engaging and high performing environment.
- Continue to build teacher capacity to differentiate learning for all students to maximise student engagement, with particular focus on extending learning opportunities for potentially high achieving students.