



DISCIPLINE AUDIT

EXECUTIVE SUMMARY - GLENMORE SHS

DATE OF AUDIT: 11 JUNE 2014

Background:

Glenmore SHS was opened in 1975 and is located in the city of Rockhampton in the Central Queensland education region. The school has a current enrolment of approximately 640 students. The Principal, Janet Young, was appointed to the school in 2011.

Commendations:

- The school has three positively stated schoolwide expectations: *Respect, Responsibility and Excellence*.
- For the past two years the school has successfully integrated Year 7 into the secondary campus.
- The Principal and school 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 school has the *Dragon Rewards Program* to recognise students who demonstrate improved effort, good behaviour, positive citizenship and high attendance.
- The school has an ongoing strong commitment to the implementation of John Fleming's Effective Teaching Model: *I Do, We Do, You Do*.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members demonstrated through the peer support program.
- The school community members speak with pride about the school's improved learning environment, sense of community, improvement over time and opportunities for students.
- The school leaders regularly review student data to identify attendance rates, learning outcomes and those students requiring support. They closely monitor students and lead them through re-engagement and connection to both internal and external support services.

Affirmations:

- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for Students (RBPS).
- The implementation of Junior Secondary in 2013 as a Flying Start trial school initiative, has resulted in strong partnerships with local primary schools and a positive environment for Year 7 students.
- Expectations about students' behaviour is supported by: presentations at school assemblies, year level assemblies, pastoral care lessons, staff meetings and in school newsletters.
- The school has consistent processes when dealing with the formal aspects of communicating with students and parents and with managing behaviour, for example, suspensions and attendance.
- The school has extensive quality partnerships with businesses, tertiary education, partner schools and members of the wider school community.

Recommendations:

- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices that enhance student learning outcomes.
- Conduct further research into the previous implementation of the Schoolwide Positive Behaviour Support (SWPBS). Explore ways of implementing consistent teaching and enactment of student expectations. This could include strategies and activities to continue building a positive school culture and to develop a sense of inclusivity and whole school unity.
- Review school systems, expectations, consequences and actions, to then implement agreed upon consistent practices for all staff members.
- Continue developing a schoolwide commitment to an attendance target. Build a strategy supporting this target including, publicity, standards, communication, rewards and consequences. Consider providing additional resourcing to support this initiative.
- Consider further developing the school rewards system to recognise consistent high achievement, improvement over time and outstanding attendance.
- Form a common understanding of what constitutes high standards and clear expectations for Behaviour and Effort and ensure that these are consistently and rigorously applied and reported upon.