DISCIPLINE AUDIT
EXECUTIVE SUMMARY - KIRWAN SS
DATE OF AUDIT: 2-3 SEPTEMBER 2013

Background:
Kirwan SS, located in Townsville, opened in 1977. The school has a current enrolment of 851 students, with approximately 10 percent identifying as Indigenous and 18 percent from Defence Force families. Current Principal, Mrs Melissa Jackson, was appointed to the school in 2010.

Commendations:
- The Principal and School Wide Positive Behaviour (SWPBS) Team are driving an explicit, detailed and positive approach to managing student behaviour. This agenda focuses on high standards and clear expectations of student behaviour.
- The representative SWPBS team meet regularly to review behavioural data and discuss implementation issues. Data is used to identify the behaviours for focus skill lessons.
- The school expectations: Be Safe, Respectful and Responsible Learners, are highly visible throughout the school and regularly communicated through newsletters, weekly parades and staff meetings.
- The School Wide Expectations Teaching Matrix and support materials define the school rules and specific behavioural expectations across all school settings.
- All teachers have been trained in using the Essential Skills for Classroom Management (ESCM).
- The Gotcha Cards are highly regarded by students and are used to reward positive behaviour.
- In 2012, the school undertook a bullying audit. The SWPBS team used the data to implement an anti-bullying policy and program, which will be reviewed in Term 3 2013.
- High expectations are evident in the behaviour of most students.

Affirmations:
- Teachers implement classroom management plans, which include classroom expectations, an acknowledgement plan, a correction plan referenced to the ESCM skills, a crisis plan, and restitution plan.
- A variety of community partnerships have been forged, including Police-Citizens Youth Club (PCYC), Adopt a Cop and Adopt a Cowboy (Johnathon Thurston) programs, which are valued by the whole school community.
- A community participation officer supports Indigenous students. Individual Learning Plans are collaboratively developed for all Indigenous students. A homework club and breakfast program are two initiatives that are being implemented to promote the attendance and engagement.
- The school has strategically developed a significant partnership with the Defence Force in order to support students from Defence Force families.
- Parents are supportive of the behaviour management processes used at the school.

Recommendations:
- Provide opportunities to review the purpose and effectiveness of SWPBS interventions through staff member and parent meeting discussion.
- Review classroom systems to complement SWPBS expectations. Encourage and support all teachers to tailor classroom strategies and behaviour management interventions to student needs and experiences.
- Consider individualising learning behaviour goals and providing timely feedback to students and staff members in relation to expected student learning behaviour.
- Document expectations, protocols and procedures in relation to the gathering of data.
- Continue using OneSchool classroom dashboard to analyse student behaviour, attendance and achievement data, at student and systems level, to evaluate the implementation and effectiveness of the school’s behaviour plan, interventions and classroom management strategies.
- Consider initiating collegial coaching to provide feedback to teachers on the implementation of ESCM.
- Review what constitutes high standards and clear expectations for behaviour, attendance and engagement with all staff members. Consider moderating and aligning these standards to the semester reporting processes to ensure whole school consistency of teacher judgements.
- Build upon the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.