

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – HOME HILL SHS

DATE OF AUDIT: 5 MAY 2014



Background:

Home Hill SHS is located in the Burdekin region, approximately 100 kilometres south of Townsville. The school has a current enrolment of approximately 252 students. Current Principal, Steve Misikin was appointed to the school in 2013.

Commendations:

- The school community acknowledges the significant strategic and cultural shift undertaken by the Leadership team and supports the practices that have reaffirmed the school's commitment to providing high quality education for all students. Parents, students and staff members report a renewed optimism, school pride and community engagement.
- Significant progress has been made in developing a supportive culture for Indigenous students and students with diverse learning needs.
- The school's behaviour management processes are based on a variety of evidenced based strategies which create a strong positive and supportive school learning culture.
- Students benefit from a highly structured, highly positive and demanding learning culture.
- Students and parents recognise the significant benefits of small class sizes, respectful and supportive relationships between teachers and students.

Affirmations:

- The school has established a highly valued and iconic *Year 9 Camp* which establishes quality relationships between students, teachers, parents and caregivers.
- In the last twelve months, the school has systematically supported and trained staff members to differentiate teaching programs, assessment strategies and reporting. This knowledge is evident in teaching practices across the school.
- Teachers demonstrate in unit planning and teaching strategies, a range of resources used to differentiate classroom learning to ensure all students can access the curriculum and experience learning success. Teachers have devised resources to scaffold student learning in the transition of assessment standards for the Curriculum in the Classroom (C2C) units.
- Individual Learning Plans have been developed for those students learning at levels significantly below their student cohort.
- Students value the efforts of staff members to introduce school wide pedagogical practices such as the explicit recording of lesson objectives.

Recommendations:

- Continue to pursue positive cultural change through systematic identification, teaching and rewarding of desired behaviours.
- Support effective and responsive reward processes by continuing to use OneSchool to record all incidents of behaviours.
- Continue to focus the school improvement agenda on the learning performance of students.
- Ensure the school's pedagogy framework develops universally accepted standards of teaching practice which are used by all staff members, in every classroom, every lesson, and every day.
- Further develop teacher's skills in the use of differentiation practices to ensure every student experiences learning success.
- Develop micro-skills which support greater consistency in the Junior Secondary classrooms.
- Review current positive behaviour processes to develop a set of school rules or values which can be remembered and have meaning for students. Explicitly teach these behaviours to ensure all staff members can apply the expectation to their daily decision making. Continue to systematically teach, reinforce and reward these behaviours until they are part of the school culture.