DISCIPLINE AUDIT
EXECUTIVE SUMMARY – EDGE HILL SS
DATE OF AUDIT: 21 MAY 2014

Background:
Edge Hill SS is an Independent Public School (IPS) located in the inner suburbs of Cairns. The Prep - Year 7 school has a current enrolment of approximately 1080 students. The Principal, Paul Campbell, was appointed to the school in 2008.

Commendations:
- The Principal has developed a school culture that focuses on engaging students in learning. Programs, plans and strategies have been developed to meet the needs of students, for example, differentiated planning structures embedded in planning, classroom profiling, Individual Behaviour Plans for students with high needs, active Student Support Services program, data monitoring of student performance, that are embedded into the coaching models to ensure teachers are responding to the needs of students. This culture is well established and is known across the school community. The school’s Charter of Excellence: Challenge + Support = Growth is enacted throughout the school.
- The school morale and parent satisfaction is high which is evidenced by the results in the Department's annual School Opinion Survey (SOS) and the numerous positive stories told by staff members. Parents believe that the school is a friendly, safe place to learn.
- The school has good structures in place that enable staff members to engage in constructive conversations. Support materials including Staff Diary, Focus Point and the school's newsletter, ensure all staff members are aware of what is occurring in the school and what is expected.
- The school has an effective process to record and analyse data. Actions are taken to react to the findings of data analysis. The process to promote attendance is well documented with effective actions in place, including home visits.
- The school has continually provided professional development to promote the skills of teachers. These include the Essential Skills for Classroom Management training, classroom planning sessions and a well developed coaching and mentoring program. The school’s focus on Classroom Profiling is evidenced by the 41 teachers who have undertaken training.

Affirmations:
- The three school expectations: Respect, Safe, Responsible, are clearly displayed around the school. The use of pencils as rewards for these expectations is an effective marketing approach.
- The school has developed a range of practices to promote a consistent understanding of the school expectations. These include: Flip Books, Staff Diary, matrices and assemblies.
- The school has developed systems to monitor student behaviour using OneSchool. Professional development is occurring to promote a consistent approach to recording behaviours.
- A range of practices for monitoring student behaviour in classrooms were observed across the school, for example, the lower school classroom rewards system and the Award for Excellence program which is used in Year Five, with a focus on developing the whole child and encouraging social, academic, organisational and community achievements.
- The school has a process to identify and reward the positive behaviour of students. These rewards are acknowledged on assembly.
- The school provides induction programs for staff members and incorporates the behaviour agenda as part of this process.
- The school's approach to Explicit Instruction promotes quality learning which in turn is promoting good behaviour.

Recommendations:
- Continue to develop programs and practices to encourage parents to engage with the school’s behaviour agenda.
- Develop a set of whole school micro-lessons and associated resources to support the consistent explicit teaching of the school rules and expected learning behaviours.
- Continue to promote pedagogical practices that engage and challenge students in their learning.
- Review the behaviour program to ensure a consistency of consequences for classroom behaviours. Enhancing the consistency of monitoring classroom behaviour could be considered.
- Develop a consistent approach to the recording of information in OneSchool.
- Continue to develop goal setting for students with timelines for feedback.