DISCIPLINE AUDIT
EXECUTIVE SUMMARY - KEDRON SHS
DATE OF AUDIT: 20 MARCH 2014

Background:
Kedron SHS was established in 1956 and is located in the inner northern Brisbane suburb of Wooloowin, approximately 10 kilometres from the Brisbane CBD. The school has a current student population of 1,205 students.

Commendations:
- The strong leadership of the Principal and the leadership team and a commitment by all staff members, has resulted in the establishment of a positive school culture. This has been characterised by high expectations and standards for student learning and behaviour and the development of a safe, supportive and disciplined learning environment.
- Students, teachers, parents and members of the wider community demonstrate a very strong sense of school pride. There is overwhelming support for the school’s underpinning philosophy, ‘Traditional, Academic, Disciplined, Diverse’ and for the school’s objectives as exemplified in the Kedron Way.
- The school’s Responsible Behaviour Code for Students is based on the school’s ethos, Respect for self, Respect for others, Respect for the property of others, Respect for the property of the school and Respect for the good name of the school. The ethos is reflected in the very high standard of student behaviour and respectful relationships between all members of the school community.
- The development of positive relationships is promoted through the KedCare program. This program has been developed and implemented across all year levels, providing for the social, emotional and welfare needs of students and for the explicit teaching of expected behaviours.
- There is a strong focus upon the support of students. A welfare policy has been developed, based on the Learning and Wellbeing Framework which provides a balanced approach to catering for a diverse range of students. Support is provided through a range of proactive and targeted programs. The student welfare committee and Junior and Secondary teams, meet on a regular basis to ensure a coordinated approach in responding to student needs.

Affirmations:
- Planning and preparation for the transition of Year 7 students into high school has been thorough, especially with relation to student wellbeing and safety.
- A high priority is given to the systematic school wide analysis of student data. A range of student behaviour, attendance, engagement and achievement data is analysed on a regular basis and used to inform school decisions.
- A buddy system has been developed in which Year 12 students mentor Year 8 students. This has fostered positive student relationships between junior and senior secondary students.
- The school rewards and celebrates an extensive range of positive student behaviour through, for example, Positive Postcards, Strive to Shine awards and celebrations on assemblies.
- Student behaviour and effort data are closely monitored. A matrix has been developed and individual reflection sheets are completed by students not meeting expectations.

Recommendations:
- Continue to implement an effective teaching and learning framework that aligns the pedagogical framework, the professional standards for teachers and processes for managing student behaviour.
- Continue to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour management strategies.
- Ensure the school wide expected behaviours are visible throughout the school.
- Encourage the recording and documenting of individual behaviour plans and incidents of positive behaviour in OneSchool.