

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – MERIDAN SC

### DATE: 30 JULY 2014



#### Background:

Meridan SC is a P - 12 Independent Public School (IPS) located on the Sunshine Coast, near Caloundra, within the North Coast education region. Established in 2006, the college has three distinct sub-school precincts: primary, junior secondary and senior secondary, with a current enrolment of 2,290 students. The College Director, Julie Kornmann, was appointed in 2005.

#### Commendations:

- The College Director and the Executive Leadership Team 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.
- There is a strong focus across the college upon the development of a positive learning culture featuring high expectations and high standards of behaviour.
- Data is systematically analysed and used effectively across the college to evaluate the implementation and effectiveness of the school's behaviour plan and all interventions. Classroom management plans are developed for all classes to inform the teaching and learning processes.
- The college places a strong emphasis upon the development of positive relationships. This is exemplified in the establishment of four communities. Community leaders, mentors, year level mentors and classroom teachers play an integral role in the provision of student welfare and support.
- The college's shared philosophy and values of *Choice, Compassion, Courtesy, Collaboration* and *Courage*, the *FISH!* Philosophy and Restorative Practices, reflect age appropriate language, are highly visible throughout the school and are known by staff members, students and parents. These values have impacted positively on school culture.

#### Affirmations:

- The well-being programs, for example, *Steps to Success and Lifeskills*, facilitate the explicit teaching of self and social awareness, and management skills, to students within each sub-school.
- A wide range of programs and strategies is employed to support a diverse student community and build engagement, for example, *Pursuit, Drumbeat, Rock & Water* and *Excel*.
- An extensive system of awards and rewards has been developed to acknowledge positive student behaviour, for example, *Positive Postcards, Awesome As* and *Fish Cards*.
- There has been a strong focus upon improving student attendance. Rigorous processes have been implemented to monitor attendance and this has resulted in a reduction in student absences.
- The college provides quality positive parenting programs and information on locally available parenting courses.

#### Recommendations:

- Consider extending the recently introduced *Senior Secondary Awards, the Bronze, Silver and Gold Awards* to acknowledge student effort and behaviour, to include other year levels.
- Continue to review, refine and clarify the college's behaviour processes, for example, Reflection Room protocols to ensure consistency.
- Explore strategic ways to further engage the wider school community in the supportive school environment through enhancing relationships, developing parent skills and strengthening the school's positive profile.
- Continue with the provision of professional development in classroom profiling, Essential Skills for Classroom Management and Restorative Practices to upskill staff in effective behaviour management processes to ensure consistency of practice.
- In implementing The Art and Science of Teaching (ASoT), continue to ensure a close alignment between the school's pedagogical framework and the Responsible Behaviour Plan for Students (RBPS).