

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - AVIATION HIGH

DATE OF AUDIT: 25-26 AUGUST 2014



Background:

Aviation High was developed as a specialised state high school in 2007. It is located in the suburb of Clayfield within the Metropolitan education region. The Years 8 - 12 school has a current enrolment of approximately 355 students. The Principal, David Munn, was appointed to the position in 2013.

Commendations:

- The Principal and school leaders have accepted personal accountability for the development of a safe, supportive and disciplined learning environment. The school has a strong focus upon developing a positive school culture that promotes learning in every classroom.
- The implementation of The Art and Science of Teaching (ASoT) as a pedagogical method has facilitated the introduction of whole of school classroom routines, resulting in a consistency of practice in all classrooms. Staff members and students speak about the improvements in student behaviour, effort and achievement.
- There has been a strong focus upon the development of student and staff member welfare and wellbeing. This has been supported by the creation of the Head of Department (HOD) Student Welfare position. A Welfare program, based upon developing positive relationships and student resilience, has been developed by the Welfare Leaders and is delivered to students in all year levels.
- The school's values, *Responsibility, Integrity, Respect, Learning and Passion for Aviation High*, are visible throughout the school and known by the majority of students.

Affirmations:

- Student leadership capacity has been strengthened through a variety of strategies, for example, the appointments of captains for each year level.
- A system of rewards and awards has been implemented to acknowledge those students who are displaying positive behaviours, for example, *High Flyers*.
- As part of a review of the Responsible Behaviour Plan for Students (RBPS), a streamlined behavioural referral process has been implemented and staff members feel supported by this process.
- There has been a strong focus upon developing consistent processes for increasing student attendance, which has seen a reduction in student absences.
- The school makes use of school behaviour data to inform and improve its attendance, teaching practices and behaviour management. OneSchool is being used to record incidents of positive and inappropriate behaviour.
- The Welfare Team and the Welfare Leaders' Team meet on a regular basis and provide intensive support and targeted intervention for students at risk of disengaging from learning.

Recommendations:

- Continue to review and refine the Welfare program to ensure it is responsive to staff member and student needs. Expand and develop the program to cater for Year 7 students in 2015.
- Promote and explicitly teach the school's values to ensure they form the basis for the school's behavioural expectations and are closely aligned with the school's RBPS.
- Continue to monitor student attendance. Further clarify the role of the Welfare Leaders in monitoring attendance.
- Consider the development of a matrix for the application of standards for Effort and Behaviour to guide teacher comments on report cards.
- Develop the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies. Engage parents in the monitoring and review of the school's behaviour management processes.
- Explore further strategies to recognise and reward positive student behaviours, for example, *Positive Postcards* and the recognition of positive student effort, behaviour and attendance.