Discipline Audit Executive Summary - Redlynch SC Date of Audit: 14 August 2014

Background:
Redlynch SC is located in the city of Cairns, within the Far North Queensland education region. The college was established in 2007 and has a current enrolment of approximately 1790 students from Prep – Year 12. The Executive Principal, Tony Fuller, was appointed to the position in 2013.

Commendations:
- The Principal and college leaders 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.
- The college has a small number of positively stated school wide expectations and appropriate behaviours, including Respect, Safety and Commitment to Learning (RSC).
- Schoolwide Positive Behaviour System (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis at a cohort and individual level, direct teacher to parent contact, pastoral care and enhanced interactions.
- The college has extensive and high quality partnerships designed to meet the many different learning needs and interests of students, including some unique extra curricula opportunities.
- There is an extensive range of targeted, highly supportive intervention programs and support staff members for all students, including, class profiling, Student Wellbeing and Community Engagement Officers.
- Unique programs, such as KidsMatter, have been developed to support student learning and parent engagement that contributes to developing the school’s community spirit.
- An ongoing commitment to Explicit Teaching as a pedagogical framework exists at the college.
- The college has well-structured Student Support Services Team (SSST) that works collaboratively to meet the social, emotional, learning and welfare needs of students and staff members.
- The college leaders regularly review student data at meetings to identify students requiring support, then monitor and lead them through re-engagement and connection to support services.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The explicit teaching of behaviour expectations are supported by presentations at school assemblies, year level assemblies, daily roll classes, staff meetings, the college website and in college newsletters.
- College leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- Special Education staff members have led the development of a supportive and inclusive college culture.

Recommendations:
- Review the implementation of SWPBS to develop improved methods of implementation that includes all school community members, consistent practices and maintenance as a college priority.
- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the positive implementation of Explicit Teaching to ensure practices are consistently and rigorously implemented by the whole teaching team.
- Provide support for staff members to enhance their skills in creating classrooms that optimise the learning opportunities for students and succinctly address disruptive students.
- Develop a common understanding of what constitutes high standards and clear expectations for behaviour and effort, ensuring that the standards are consistently and rigorously applied and reported upon by all staff members.
- Continue developing a school wide commitment to an attendance target. Build a strategy supporting this target including publicity, standards, communication, rewards and consequences.
- Continue to refine the record keeping processes in OneSchool to ensure consistency and rigor.