

**DISCIPLINE AUDIT**  
**EXECUTIVE SUMMARY - SPINIFEX SC**  
**DATE OF AUDIT: 31 MARCH - 01 APRIL 2014**

**Background:**

Spinifex SC is located in Mount Isa in the North Queensland education region. The school has been providing learning to the community since 2003 and has a current enrolment of 833 students. The school consists of three campuses – a Junior Campus (Years 8-10), a Senior Campus (Years 11-12) and a residential campus. The Principal, Mrs Denise Kostowski, was appointed in 2002.

**Commendations:**

- The Principal and school 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 school has a small number of positively stated school wide expectations and appropriate behaviours including: *We are safe; We are respectful; We are responsible*. These expectations are visible throughout the school in most classrooms.
- The Schoolwide Positive Behaviour Support (SWPBS) approach has been implemented in the school and is providing a framework for consistent practices and whole school understanding of expectations.
- College community members speak with pride about the school's diversity and strong sense of community.
- The *Spinifex Transition Education Program for Students* (STEPS) for disengaged students provides a unique opportunity to support the re-engagement of students' learning.
- The college has extensive partnerships within the community to support programs, provide higher education and to link with business and government.

**Affirmations:**

- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for Students (RBPS).
- The college has extensive plans to support the transition of Year 10 to the senior campus.
- Expected student behaviour is explicitly taught by staff members and is enhanced and supported by presentations at school assemblies, year level assemblies, daily roll classes, staff member meetings, and school newsletters.
- The college provides programs and support to meet the diverse learning needs of students including *Special Education Program* (SEP) students, Indigenous students and disengaged students.

**Recommendations:**

- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices that enhance student learning outcomes.
- Continue the implementation of SWPBS by engaging all staff members and students to embed consistent practices and expectations. Use data to inform decision making, provide a basis for specific targeted actions and map the progress of the implementation plan.
- Investigate methods of improving communication across and within the two campuses, specifically within administration and throughout the school to clarify expectations and ensure consistency of practice.
- Continue to develop whole school understanding of cultures and communication methods to enhance student engagement and whole school morale.
- Continue developing a school wide commitment to an attendance target. Build a strategy supporting this target including publicity, standards, communication, rewards and consequences.
- Explore strategic ways to further engage the wider school community, enhancing relationships and the school's positive profile.
- Continue the communication, planning and partnerships with local primary schools to plan for and implement a successful transition to Junior Secondary in 2015.