

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY - QUEENSLAND

### ACADEMY FOR HEALTH SCIENCES

DATE OF AUDIT: 30 JULY 2014



#### Background:

The Queensland Academy for Health Sciences (QAHS) was established in 2008 and is located in Southport, within the South East education region. QAHS caters for 280 high performing students in Years 10 – 12 who wish to accelerate their academic studies. The Principal, Jane Sleeman, was appointed in 2012.

#### Commendations:

- There are high expectations that every student will reach their potential and a rigorous focus on academic excellence ensures very high levels of student engagement and positive student behaviour.
- The school's five core values, especially *Respect for Others*, drives a culture of trust and a holistic approach to learning for every student.
- Frequent reference to, and reinforcement of, the attributes of the *International Baccalaureate (IB) Learner Profile* ensure students are encouraged and supported to frequently exhibit positive behaviours and develop into internationally minded people.
- A strong sense of community exists in the school, characterised by mutual respect and tolerance. Students feel comfortable and safe, learning with like-minded, highly motivated peers.
- School leaders and staff members have accepted personal responsibility for ensuring a safe, tolerant and supportive school environment. Respectful and caring relationships are evident between all stakeholders and this is reflected in the positive way in which staff members, students and parents interact.
- Student achievement is recognised throughout the year via newsletters, the website, social media and formally each semester through the *Honours List* and *Student Recognition Badges*.
- Building the capacity of staff members to be world class teachers is an ongoing school priority through the implementation of Developing Performance and Whole of Academy Professional Development Plans.

#### Affirmations:

- An ongoing focus on developing individual self-awareness, reliance on self and taking responsibility for actions has resulted in students consistently making positive choices that work for them and others.
- The school has a balanced approach to quality teaching and learning and to the development of student's social and emotional needs, supported by a quality student support services team.
- A strong focus and commitment by school leaders and teachers on embedding the pedagogical framework and *Collegial Engagement* process has maximised student engagement and achievement.
- Students have specific learning and performance goals and regularly reflect on their performance.
- The school has high uniform standards and associated protocols that have contributed to the school's positive image and strong reputation in the community.
- The school has extensive quality partnerships with businesses, tertiary education, partner schools and members of the wider school community.

#### Recommendations:

- Consider expanding and making the focus on the *IB Learner Profile Attributes* more explicit as a key driver of student behaviour and engagement.
- Collaboratively develop a definition for minor and major behaviours and a protocol for the consistent entry of minor behaviours in OneSchool.
- Extend the use of the OneSchool dashboard for monitoring student attendance and behaviour trends. Build staff members' capacity to use the dashboard in order to enable school leaders, year coordinators and teaching staff to monitor individual, class and year level attendance trends.
- Explore ways to further involve parents in the development of school policies pertaining to student attendance and engagement.
- Continue the strong focus on the socio-emotional wellbeing of all students by maintaining mechanisms that identify and support students requiring assistance. Maintain the focus on building the capacity of families to support their child to manage the complexities that schooling and life presents.