

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – CARDWELL SS

DATE OF AUDIT: 21 JULY 2014



Background:

Cardwell SS was opened in 1870 and is located in the Far North Queensland education region. The school has a current enrolment of approximately 79 students. The Principal, Brigitte Mackenzie, was appointed to the position in 2012.

Commendations:

- The Responsible Behaviour Plan for Students (RBPS) has been reviewed to ensure it reflects current practice. Parents and Citizens' Association (P&C) representatives describe the opportunities for input to the RBPS that has been provided to the school community.
- Positive and inappropriate behaviours are recorded in OneSchool by all teachers. Staff members describe the OneSchool training they have been provided with.
- The school has differentiated behaviour strategies in place for a number of students and can provide examples where they have worked closely with outside agencies and services to assist in providing a safe learning environment.
- The Principal formally observes lessons so that feedback can be given to teachers regarding behaviour management and the implementation of the school's pedagogical framework, with a view to ensuring that all students are engaged in quality learning every day.
- Staff members' active supervision around the grounds when students are at play has been positively described by the student leaders. This supervision provides constant monitoring of expected behaviours at this school.

Affirmations:

- There is strong collaboration between the Small Schools' Cluster in this area and the local secondary school. This is evidenced by the number of student visits to the local secondary school and a detailed Junior Secondary plan. These processes will ensure the smooth transition to Junior Secondary.
- Staff members and students describe the increased standards and support around behaviour that has begun in recent times.
- Four school expectations: *Be Safe, Be a Learner, Be Respectful, Be a Buddy* have been established and are visible throughout the school.
- The Principal has been trained as a classroom profiler. Staff members have had professional development on the Essential Skills for Classroom Management (ESCM) and the opportunity to be profiled. Teachers speak positively about the profiling experience.
- Detailed strategies for preventing and responding to bullying are outlined in the RBPS.
- Teachers' engage in professional development on behaviour management. The formal recording of this training in Performance Development Plans would provide further documented evidence of this training.

Recommendations:

- Continue to build the school's capacity to collect, analyse and act on student behaviour data. Share this data with the P&C and school community and add this formal data gathering to a school data plan.
- Formalise a classroom flowchart to provide whole school clarity for students and staff members on what steps to take when dealing with minor inappropriate behaviour.
- Provide opportunities for parents to participate in training and information sessions on behavioural support and positive parenting strategies.
- Strongly promote the school expectations, expected behaviours and classroom reward/consequence processes to ensure parents and guardians are aware of current school practice.
- Continue the Positive Behaviour for Learning (PB4L) approach to behaviour management as this approach has been well received by the school community.