

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – CAROLE PARK SS

DATE OF AUDIT: 8 MAY 2014



Background:

Carole Park SS is located in the south-western suburbs of Brisbane. The Prep - Year 7 school is identified as an Indigenous Focus School (IFS) and has a current enrolment of 202 students, with 25% of the students identifying as Indigenous Australians and a further 40% of students originating from a Pacific Island nation. The current Principal, Mrs Wendy Hoskin, was appointed to the school in 2010.

Commendations:

- The school has had a significant reduction in the number of negative behaviours being exhibited by students over the past three years. Parents, staff members and students felt that the school is providing a safe and supportive learning environment.
- Parents, staff members and students were strong in their conviction that the Schoolwide Positive Behaviour Support (SWPBS), whole of school approach to behaviour management was being implemented with fidelity by all staff members and believe this approach is responsible for the dramatic improvement in student behaviour in recent years.
- Current 2014 School Disciplinary Absence data indicates a significant reduction in school suspensions.
- The school community is a cohesive one that is aligned in its efforts to provide a safe and supportive environment. This is evidenced by the positive feedback provided by parents, teachers and students interviewed, as well as results outlined in the Department's School Opinion Survey (SOS).
- The school has allocated substantial financial and human resources to ensuring that students remain engaged, well behaved and attending school.
- The school has an extraordinary number of partnerships with universities, community organisations, regional office staff and other government agencies which are all aimed at providing support for individuals, groups and parents to encourage; student attendance, engagement with learning programs and positive behaviour practices.
- The school won the 2013 *Showcase Award for Excellence in Inclusion* for the *Carole Park SS Wellbeing Framework* and the work being done to facilitate student mental, social and emotional health.

Affirmations:

- The school has engaged with the transition of students to Junior Secondary at Forest Lake SHS on a number of levels, including, regular focused student visits, joint staff development of pedagogical practices, enrolments being taken at the primary school and specialist staff working across both school sites.
- All staff members have a current Developing Performance Plan. Behaviour management professional development occurs on a regular basis.

Recommendations:

- Continue to professionally develop staff members' skills in working with children who exhibit challenging behaviours and the work already being done in preparation for accreditation as a SWPBS Tier 2 school.
- Consider the creation of a policy and school procedure for rewarding and recording a greater range of incidents of positive behaviour, to acknowledge the many well behaved students.
- Develop staff members' skills in furthering student engagement with learning programs and the important link between very good student behaviour and very good student outcomes.
- Review consequences for students on the school's *Proactive Management of Behaviour*, with a view to encouraging greater compliance and engagement with the school's expectations.
- Continue to encourage greater rates of school attendance through researching what has been successful at other schools and adapting these initiatives to the local context.