

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - COOKTOWN SS

**DATE OF AUDIT: 11-12 AUGUST 2014**



#### Background:

Cooktown SS was opened in 1875 as a primary school and in 1990 became a P - 12 campus. The school is located within the Far North Queensland education region, with a current enrolment of approximately 364 students. The Principal, Leanne Rayner, was appointed to the position in 2013.

#### 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: *Safe, Respectful Learners*.
- The school utilises a range of communication methods, including home visits, to assist with attendance and engagement in schooling.
- There is a range of targeted, highly supportive intervention programs and support staff for specific groups and disengaged students, for example: the *Re-Engagement Hub*.
- School leaders and staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- There is a strong and growing focus on ensuring the school has a strong and positive recognition in the community, including: Sport, *Discovery Festival and the Uncles and Aunties program*.

#### Affirmations:

- The school has a commitment to the Schoolwide Positive Behaviour Support (SWPBS) process.
- Staff members have been provided with professional development opportunities to implement Essential Skills for Classroom Management (ESCM) practices, these teachers speak positively about the effectiveness of the training.
- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for Students (RBPS).
- The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour is crucial to achieving a safe, supportive and disciplined learning environment.
- The school has a range of measures for the recognition of positive behaviour and attendance, which are celebrated with students and communicated with parents for example: *Blue Tickets and Postcards*.

#### Recommendations:

- Prioritise the engagement of all school staff and the community with SWPBS, in order to ensure the agenda is widely understood and rigorously actioned. Explicitly and consistently promote, apply and reinforce high expectations in the school's approach.
- Further engage all members of the teaching team in the implementation of consistent and explicit behavior management practices and explicit teaching of expected behaviours within the SWPBS.
- Reinforce the understanding and expectations for minor and major behaviours, referrals and the consistent recording of these and positive behaviours in OneSchool.
- Formulate a common understanding of what constitutes high standards and clear expectations for Behaviour and Effort in class and ensure that these are consistently and rigorously applied in the reporting process.
- Expand existing strategies and further develop and coordinate clear roles, responsibilities and practices across the school for monitoring and supporting improved attendance at school and for maximising learning time.
- Measure and rigorously monitor, including short and long cycles of review, the effectiveness of behaviour management and attendance strategies.
- Develop the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies, to support the work of the school.