



DISCIPLINE AUDIT

EXECUTIVE SUMMARY- BRISBANE CENTRAL SS

DATE OF AUDIT: 9 OCTOBER 2013

Background:

Brisbane Central SS was opened in 1860 and caters for the learning needs of 211 students from Prep to Year 7. Sixty-three per cent of the students speak English as a Second Language (ESL) and student transience is high. Current Principal, Melissa Burke, was appointed in 2012.

Commendations:

- The school's overarching rules of: *Be Safe, Be Responsible and Be Respectful*, are clearly displayed throughout the school and known by all staff members and students. The Principal promotes these rules at the weekly assembly.
- All behaviour incidents (both positive and inappropriate) are recorded on the school database. Current data has shown positive incidents significantly outweigh inappropriate incidents.
- Respectful and caring relationships are evident between students, staff members and parents. Communication between home and school is a key focus and a wide range of strategies are employed to ensure productive partnerships are formed and nurtured.
- All parents surveyed in 2012 declared they were satisfied with the way in which behaviour was managed at the school.
- The school has established and maintains partnerships with business and community organisations to enhance and extend opportunities for all students.
- Engaging students in learning at their respective level is a priority for the school. Student data is analysed to ascertain specific needs and targets are set accordingly.

Affirmations:

- The Responsible Behaviour Plan for Students (RBPS) was reviewed in 2012. All consequences contained align with the legislative requirements and departmental policies and procedures.
- Essential Skills for Classroom Management (ESCM) is undertaken by all new staff members.
- The Principal has taken personal responsibility to manage any major behaviour incidents in the school and ensures contact is made with the parents of the students involved.
- A wide range of strategies are employed to increase parent engagement with the school. These include English classes for parents, *Stay and Play* afternoons and weekly craft mornings.
- Class rules are collaboratively established by each class at beginning of year. These are based on the whole school expectations and are displayed prominently within the classroom.
- Teachers employ a range of rewards systems to recognise appropriate learning behaviours within their classrooms.

Recommendations:

- Enhance the consistency of staff members' interpretation of all elements within the RBPS.
- Collaboratively develop and embed a whole school social skills program. Systematically and explicitly teach students the elements of the program to enhance their personal capacity to address social and emotional challenges within and outside the school.
- Produce and utilise school wide criteria sheets for rating student effort and behaviour. Ensure all students and parents are aware of the standard descriptors.
- Display prominently all the key elements from the RBPS that pertain to behaviour expectations and the definitions of consequences.
- Continue to focus on strategies to increase community engagement in the strategic directions of the school. Ensure parent representation on reviews of the school's approach to managing student behaviour.