

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- EAST BRISBANE SS

DATE OF AUDIT: 15 OCTOBER 2013



Background:

East Brisbane SS is a Prep - Year 7 school with 200 students and is situated underneath the grandstand of the Gabba and within five kilometres of the Brisbane CBD. The school has been an integral part of the East Brisbane community since 1899 and caters to a diverse range of students from many cultural backgrounds which include a 17 per cent Indigenous student population and many English as a Second Language (ESL) learners.

Commendations:

- The school has a very strong sense of community, which is significant in terms of its highly diverse and multicultural community base.
- Parents, staff members and students articulated the considerable improvement in school culture over the past four years, in terms of building high expectations for learning engagement and treating each other with respect.
- The Principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour and learning outcomes.
- The introduction of the *Philosophy* program has had a profound effect on the thinking and behaviour of students, teachers and parents in the school.
- The work of the Philosophy Coach could be considered as best practice in terms of their modelling, coaching, and feedback to teachers and students.
- The level of student voice in planning for the introduction of lunchtime *Club Programs* is to be highly commended.

Affirmations:

- The school values cultural inclusivity, this is evidenced by the level of support and respect students from many different backgrounds show each other in their daily interactions.
- The recent introduction of the *High 5* strategy along with *Circle Time* (from the *Philosophy* program) has helped students develop sophisticated strategies for conflict resolution and group problem-solving.
- The group counselling, mentoring and coaching sessions for pre-adolescent girls, led by the Principal, is having a significant impact.

Recommendations:

- Continue to support the explicit teaching of behavioural expectations in the school and review resource support for teachers outside of the *Philosophy* program.
- Continue to develop proactive small group programs for targeted groups, to support high quality individual case management.
- Continue to build classroom teacher capacity to analyse, interpret and act on student data in order to more independently support students in terms of their behaviour and learning.
- Consider further developing rewards programs to support the motivation, engagement and regular attendance of all students.
- Consider further development of the Student Leadership Program to follow up the recent review of how the school council can play a more authentic role in school and community.
- Provide regular opportunities to actively engage the full range of parent representatives over time. The plans for a playgroup and informal coffee shop would provide a useful focus to achieve this.
- Continue to plan for further parallel leadership in the school, by providing more teachers the opportunity to take on leadership roles which will assist in providing continuity to key programs over time.