

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – BROOKFIELD SS

DATE OF AUDIT: 20 AUGUST 2014



Background

Brookfield SS is located in the western outskirts of Brisbane, within the Metropolitan education region. The P - 7 school has a current enrolment of approximately 550 students. The Principal, Bruce Robertson, was appointed to the position in 2012.

Commendations:

- The tone of the school is very strong. Classrooms are orderly and disciplined learning environments where student engagement is generally high.
- High levels of appropriate behaviour and good attendance levels match strong academic data sets across the school.
- The Principal has worked well to develop an inclusive culture of learning for all families who participate in school life.
- The Principal and staff members have responded exceptionally well to a number of critical incidents in the local community over the years, thus ensuring the school has been able to maintain their strong focus on teaching and learning.
- The Parents and Citizens' Association (P&C) has worked with the school to provide a significant range of before and after school activities for students, for example, volunteers run morning sporting activities, such as, soccer and cross-country running. These activities are very well attended by students and highly valued by the community.
- The physical environment is extremely well maintained, providing students with a range of stimulating play spaces.
- The Principal has recognised the need to train all staff members in Non-Violent Crisis Intervention to deal with students who present with significant challenges, thus building significant capacity in the workforce

Affirmations:

- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) which describes the expectations for behaviour across the school.
- The three school expectations, *Be Safe, Be Respectful* and *Be Responsible* are well known throughout the school and are evident in the behaviour of the vast majority of students.
- Positive student behaviour is reinforced appropriately through the implementation of class reward systems and a range of valued incentive systems such as the *Brooky Bears* and *Gotchas Awards*.
- Communication with parents is good and a number of classes produce regular class newsletters to keep families informed of curriculum and classroom management issues.
- The Deputy Principal is a trained profiler and works with teachers to enhance classroom management skills.

Recommendations:

- Continue to communicate high and clear expectations for behaviour and ensure all staff members, in all settings, consistently reinforce these expectations. Ensure these expectations for behaviour are predictable and well understood by all community members, especially students.
- Increase student confidence in how inappropriate behaviour is dealt with by ensuring that appropriate consequences are well communicated and implemented.
- Continue to monitor the wellbeing and engagement of all students across the school, with a particular focus for students who may have identified disabilities or complex behavioural needs.
- Consider the enhancement of how positive behaviour is entered in OneSchool, so that patterns and themes associated with positive behaviour can be analysed across the school in all settings.
- Continue to provide opportunities for parents to engage in school programs that support the school's positive student learning environment and involve parents in any upcoming reviews of the RBPS.
- Provide professional development that will raise teacher awareness of the full potential of the OneSchool Class Dashboard.