DISCIPLINE AUDIT
EXECUTIVE SUMMARY - COLLINGWOOD PARK SS
DATE OF AUDIT: 20-21 AUGUST 2014

Background:
Collingwood Park SS was established in 1986 and is located in the city of Ipswich, within the Metropolitan education region. The school has a current enrolment of approximately 639 students. The Principal, Jon Simpson, was appointed to the position in 1991.

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 is driving a strong agenda around developing a positive school learning culture featuring the implementation of the Schoolwide Positive Behaviour Support (SWPBS) approach. SWPBS is a priority in the school strategic and annual implementation plan. This process is closely aligned with the school’s pedagogical focus upon Explicit Instruction.
- The school’s behavioural expectations are based on the You Can Do It! Five Keys to Success: Persistence, Getting Along, Confidence, Organisation, Resilience. These expectations are visible throughout the school, are known by students and evidenced in student behaviour. Students have developed individual behaviour goals which are reviewed on a regular basis. A written report on student behaviour is provided to parents and carers by teaching staff at the end of each term.
- There is a strong focus upon improving levels of parent and community engagement in the school through the work of the Parent and Community Engagement (PACE) Team. This includes the appointment of parent contacts for each class.
- The Student Support Team works collaboratively to meet the social, emotional, learning and welfare needs of all students.

Affirmations:
- A system of awards and rewards has been developed to acknowledge positive student behaviour, for example, Class Dojo Awards, You Can Do It! Cards, certificates of recognition, rewards days for Level 1 students who display consistency in self-management in the classroom and playground.
- School wide ATMs (Actions, Talks and Movements) have been developed to clarify expectations about students’ behaviour. These expectations are communicated in many ways, including explicit teaching in class, year level and whole school assemblies, staff meetings, and in newsletters to the community.
- The school makes extensive and refined use of school data to inform and improve their attendance, teaching practices and behaviour management.
- Extensive planning has been undertaken in preparation for Junior Secondary in 2015. This includes the creation of five Year 6/7 composite classes and leadership positions for students in Years 6 and 7.
- An extensive consultation process with all members of the school community has commenced to identify and clarify the school’s values.
- The Parents and Citizens’ Association (P&C) is supportive of the school’s Responsible Behaviour Plan for Students (RBPS)
- There has been a focus upon improving student attendance and a student attendance improvement action plan has been developed.

Recommendations:
- Continue to develop a positive school learning culture through the implementation of SWPBS. Strengthen this process through the explicit teaching of expected behaviours to all students.
- Align the school’s RBPS with the newly identified values to ensure all expectations and processes reflect and reinforce the new values.
- Continue with the provision of professional development to upskill staff members in effective behaviour management processes to ensure consistency of practice.
- Continue to engage parents through PACE and explore strategic ways to further engage the wider school community in the supportive school environment through enhancing relationships, developing parent skills and strengthening the school’s positive profile.
- Maintain a focus upon improving student attendance to maximise student achievement.
- Further develop the role of the Student Services Team through refining the referral processes.