

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- DOOMADGEE SS

DATE OF AUDIT: 28-30 APRIL 2014



Background:

Doomadgee SS is located in the north western corner of Queensland, approximately 120 kilometres east of the Northern Territory border. Doomadgee is a small Aboriginal community with a population of approximately 1,500 people. The school has a current enrolment of approximately 356 students, with 99.6 per cent being Indigenous. The Principal, Mr Chris Erbacher, was appointed to the school in 2014.

Commendations:

- There is a strong and evident sense of urgency amongst staff members to address behavioural concerns, and this is coupled with a clear sense of optimism and hope about the future.
- Teaching staff are resilient and work hard to address complex behavioural concerns with persistence and empathy.
- Under the leadership of the Principal, attendance has improved considerably in the first term of 2014, by a 20 per cent increase. The community is increasingly engaged with the school around attendance.

Affirmations:

- The school works well with other support agencies to provide a range of services for students and families and the community.
- The school has conscientiously collected data involving positive and negative occurrences of behaviour.
- A Responsible Behaviour Plan for Students (RBPS) exists and it articulates the three school wide expectations of; *Be Safe, Be Respectful and Be Responsible*.
- A number of staff members are trained in profiling, which supports teachers to use effective behaviour management strategies in the classroom.

Recommendations:

- As a matter of urgency, establish with the community a whole of school framework for managing inappropriate behaviour and encouraging positive behaviour, for example, Schoolwide Positive Behaviour Support (SWPBS).
- Empower teachers to timetable lessons around behaviour and ensure the school Leadership team supervises the delivery of lessons to ensure consistency of practice.
- Ensure that school expectations for behaviour are clear and well understood by the whole community and that all community members uphold and role model these expectations.
- Invest in effective signage to ensure that school wide expectations are highly visible throughout the school environment.
- Ensure all staff members receive appropriate training in the whole of school framework for managing behaviour and that it is implemented effectively by all staff members.
- Continue to collect data concerning positive and negative occurrences of behaviour. Use this data to drive decision making across the school.
- Continue working with local agencies and Community Elders to support families and students, particularly those at who are disengaged and those at risk of disengaging.
- Continue to involve the community and especially the School Attendance Officers (SAOs) in improving attendance.
- Continue to work with parents and families and explore ways in which parents can engage with professionals with the objective of improving parenting skills where appropriate.
- Continue to invest in staff wellbeing to ensure that staff members feel confident, empowered and supported when dealing with challenging behaviours.