DISCIPLINE AUDIT
EXECUTIVE SUMMARY-CALAMVALE CC
DATE OF AUDIT: 21-22 AUGUST, 2013

Background:
Calamvale CC is a P-12 state college which was established in 2002. The College consists of three sub-schools, Junior, Middle and Senior, with a combined student enrolment of approximately 2200 students. Calamvale CC is an Independent Public School.

Commendations:
- There is an extensive focus upon student support, provided by Welfare Committees within each sub-school. There are regular meetings with a range of support staff members including Guidance Officers, Chaplain and Head of Special Education Services (HOSES) to address the needs of students with high levels of absence or behavioural referrals through an intensive case management process.
- There is an extensive range of programs of support that are accessed externally, or provided by the school, for students with intensive support needs. Actions include referrals to the Behavioural Advisory Teacher, Project Ability, Autism Queensland (AQ), BoysTown and Rock and Water.
- There is a focus upon learning and the development of high expectations for student achievement as evidenced in the implementation of class data action plans and targets, and Personal Learning Plans for every student.
- Priority has been placed upon improving student attendance, particularly for students in the Senior School. The appointment of an attendance officer and the development of the Student Attendance Profile have resulted in improved student attendance.
- The whole college focus upon the implementation of The Art and Science of Teaching (ASOT) Design Questions 6 and 7 (Establishing Rules and Procedures and Adhering to Rules and Procedures) has been instrumental in creating an environment more conducive to productive learning.

Affirmations:
- Professional development is provided to Junior School staff members particularly around 1-2-3 Magic.
- The strategies for rewarding positive student behaviour, including the trial of a reward/incentive system (Learner Score) for senior students have been effective. These strategies are extensively supported by local businesses and community groups, for example, Calamvale Business Network, who provide and present the awards.
- The development of a set of routines and processes to support the implementation of the Responsible Behaviour Plan for Students, for example, truancy procedures have improved outcomes.
- The successful implementation of processes to provide feedback to teachers, including student voice, student forums and instructional snapshots with the implementation of ASOT Design Questions 6 and 7.
- There is strong support within the College for the Behaviour Support Advisor position in the Junior School and the significant work of the advisor in supporting students, teachers and parents.
- The significant range of partnerships with Universities, TAFE and the Queensland Academies ensure student engagement with learning.
- The pod structure in the Junior and Middle school enhances the development of positive teacher-student relationships and enables the development of a strong sense of community and belonging.
- Parents and teachers have been surveyed to gain feedback about behaviour management processes.

Recommendations:
- Establish a set of whole college values/behavioural guidelines, which can be articulated by all students and used as a basis for student behavioural conversations. Ensure these are visible in all classrooms.
- Continue with the provision of professional development to upskill teachers with the Essential Skills for Classroom Management to develop teacher confidence in managing behaviour.
- Continue to embed design Questions 6 and 7 to ensure consistency of practice across the college.
- Consider the development of a matrix to guide teacher decisions about behaviour and effort standards on report cards to ensure a consistent application of standards.
- Continue to develop parents’ skills by delivering high quality evidence based training and information on effective behaviour strategies.