**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - CAIRNS SDE**

**DATE OF AUDIT: 10 OCTOBER 2014**

**Background:**
Cairns SDE is located in the western suburbs of Cairns, within the Far North Queensland education region. The school has been on the current site for 21 years. Approximately 980 students are enrolled in a range of distance learning modes, with approximately 55 students in the Special Education Program (SEP) and approximately 80 students diagnosed with mental health issues. Students participate in age appropriate instruction and specific purpose lessons to meet their diverse learning needs. The school has established strong traditions in providing learning for students from remote locations. The current Principal, Andrew Oliver was appointed to the school in 2011.

**Commendations:**
- The school has done a significant amount of work to provide training for home tutors and parents in parenting skills, behaviour management and curriculum training to enable them to best support their students.
- There is a very strong three way structure in place in the school between the teacher, student, and parents. There is regular communication between the school and the families via phone, email and face to face. This has led to very strong relationships developing between the families and the school.
- Cluster groups of parents are formed with a parent coordinator and a teacher coordinator appointed whose roles includes welcoming new parents, monitoring the wellbeing of families, strengthening communication and helping to provide regular feedback to the school. A Parent Liaison Officer has also been appointed to assist this process.
- CSDE is a caring school actively promoting learning through a range of delivery methods. The school provides regular opportunities for students and home tutors and parents to socialise through camps, field trips, and home visits helping to overcome isolation.
- CSDE is a phase two eSmart School, part of the Alannah and Madeline Foundation with the goal of addressing cyberbullying and promoting cyber safety.
- The Parents and Citizens’ Association (P&C) is small but active and very supportive of the school. They are very happy with the way the school caters for the individual student.

**Affirmations:**
- The school expectations: *Be Safe, Be Respectful and Be a Learner* are very visible in face to face events held by the school and form the basis of behaviour conversations.
- Eleven Standards of Practice have been developed to clearly set out what is expected by teachers and students in all lessons, on-line and face to face.
- The Student Support Services Team (SSST), do a great job providing case management for a range of students including at risk students, students with learning difficulties and other challenges.
- The school is working hard to break down the barriers of transitioning to secondary school for all students in Years 6 and 7 for 2015.
- The school has adopted *Habits of Mind* to help students to develop a skill set of behaviours to equip them to be confident, lifelong learners.
- Considerable support is provided to new students to assist them in becoming fully functioning students of the school.

**Recommendations:**
- Ensure all staff members have completed the Department's Developing Performance Framework (DPF).
- Continue to develop your coaching and mentoring model to incorporate observations and formalised feedback for all teachers and implement the staff Professional Learning Plan (PLP).
- Continue to work on breaking down the barriers for students as they progress through the P - 12 school.
- Establish an identifiable *Pastoral Care Program* that explicitly teaches the school expectations to all students in all year levels.
- Develop clearly established strategies and processes on how to deal with unacceptable behaviour in all circumstances to be applied by all teachers.
- Develop clear procedures to determine when to record behaviour incidents in OneSchool, to provide a complete picture and thorough data collection that is consistently applied by all staff members.
- Continue to develop teachers’ skills to cater for the needs of all students in their classes as part of a whole school SSST framework.