Executive Summary

Charters Towers Central SS

Date of Audit: 23 April 2014

Background:
Charters Towers Central SS is located in Charters Towers in the North Queensland education region. It has been providing learning to the community since 1875. The school has 162 students currently in attendance. The Principal, Mr Nicholas Shirley, was appointed in 2010.

Commendations:
- The Principal and Schoolwide Positive Behaviour Support (SWPBS) committee are driving a positive approach to managing student behaviour.
- There is a strong sense of wellbeing at the school among the staff members and students. Staff members, parents and students speak fondly of a caring school and caring teachers.
- A delightful support program, Random Acts of Kindness, co-exists with the Chaplaincy and senior students at the school.
- Staff members and parents tell stories of changing behavioural and attitudinal reform by students which allow them to re-engage in their learning.
- The Principal is committed to developing and refining school wide practices associated with behaviour management and student engagement by implementing a regular process of instructional visits to give verbal and written feedback.
- The high level engagement with outside agencies and organisations is enhancing parental and community links with the school.

Affirmations:
- Parents and community demonstrate strong support of the school’s behaviour expectations.
- Most teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The school behaviour expectations of Being a Safe, Responsible, Respectful Learner, are visible and are known by all staff members and students.
- The process for successful Year 6 and 7 transition into secondary school continues this year, to include reciprocal lessons for certain subjects implemented and observed at both campuses.

Recommendations:
- Ensure the school wide expectations, behaviours and recording processes are clearly defined, and embedded in practice for consistency in application and action by all staff members.
- Ensure an agreed school wide process of acknowledging student behaviour choices for immediate feedback in the classroom is consistent and embedded in each and every classroom.
- Embed the weekly lesson plans to ensure consistency of practice and a commitment by all teachers to the explicit teaching of appropriate behaviour.
- Continue to build classroom teachers’ data literacy to collect, analyse, interpret and act on student data in order to frequently and independently support students in terms of their attendance, behaviour and learning.
- Ensure criteria for making judgments about A-E behaviour and effort standards for consistency are utilised during moderation for reporting.
- Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.
- Develop a Professional Learning Plan for all staff members that aligns with the school’s Annual Implementation Plan, Developing Performance Framework (DPF) and individual professional development plans.