Executive Summary - Crescent Lagoon SS
Date of Audit: 27-28 August 2013

Background:
Crescent Lagoon SS is situated on the south side of Rockhampton. It was opened in 1896 and moved to its present site in 1932. Whilst the school is situated in an urban area, approximately 5% of students are drawn from rural areas. The school caters for approximately 400 students from Prep-7. There is a range of cultural and economic backgrounds in the Crescent Lagoon State School population. Current Principal, Mrs Carry Lee, was appointed to the school in January 2012.

Commendations:
- The school Leadership Team and staff members are united and committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- School behavioural expectations of: Be Respectful, Be Responsible, Be Safe and Be a Learner, are visible in each classroom and are known by all staff members and students.
- The school meets the needs of vulnerable learners by adjusting curriculum, modifying pedagogy and manipulating classroom environments according to the specific needs of individual and groups of students.
- The Student Support Team and Behaviour Team expertly case manage students with challenging behaviours by coordinating intensive social skills’ programs, implementing Individual Behaviour Management Plans, engaging the appropriate support staff members, and liaising with parents as required.

Affirmations:
- Procedures for responding to inappropriate behaviour are collectively understood, consistently applied and rigorously actioned.
- The school’s Responsible Behaviour Plan for Students clearly defines expected behaviours, as well as preventive, supportive and corrective behaviour management strategies and processes.
- These strategies are understood and endorsed by the students, parents and staff members.
- There are some examples of how data is used to enhance behavioural outcomes.

Recommendations:
- Consider the development and explicit teaching of a series of lessons from Prep to Year 7 that allow students to understand and replicate the desired behaviours both inside and outside the classroom.
- Develop agreed procedures and protocols for entering positive and inappropriate student behaviour into OneSchool. Implement accountability procedures to ensure that the entered data is valid, reliable and systematically reviewed.
- Enhance the skills of parents and carers by sharing relevant, research based training and information on effective behaviour management strategies.
- Refine the teacher professional learning agenda to ensure all staff members are systematically engaged in professional development to ensure they have appropriate skills to deliver behaviour management interventions. Consider the introduction of profiling to consolidate the Essential Skills for Classroom Management (ESCM) professional development program.