

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – WOONGOOLBA SS

DATE OF AUDIT: 23 JULY 2014



Background:

Woongoolba SS is located in the South East education region and currently has an enrolment of 196 students from Prep – Year 7. The Acting Principal, Naomi Meerwald, was appointed in 2014.

Commendations:

- The Principal and other members of the Leadership Team have provided strong leadership, based on research and focusing on improved student outcomes. They have developed an agenda for managing student behaviour and can describe the behaviours they wish to see occurring across the school for the future.
- There is strong evidence of consistent, high expectations and a commitment to improvement.
- The *Positive Behaviour for Learning* (PBL) program was introduced in 2014 and is implemented consistently across the school. It includes a clear set of positive expectations for student behaviour and engagement.
- All staff members and students have a strong understanding of the school rules and expectations for behaviour: *Be Safe; Be Respectful; and Be a Learner*. These are supported throughout the school environment with visual aids to remind all stakeholders of the high expectations for all school members.
- All staff members are teaching the weekly behaviour lessons which are based on the collaboratively developed matrix and the analysis of data. The development of an edStudio site ensures that all teachers and teacher aides have access to resources and are able to reinforce the expectations for student behaviour and learning.
- A common language is strongly embedded in all classrooms and is used to maintain high expectations for all learners, improve student performance and improve student behaviour in classrooms and in the playground.

Affirmations:

- The school website and newsletter provides valuable information for the school community to ensure that all stakeholders have a clear understanding of the expectations for students.
- The *Gotcha* system for rewarding positive behaviours is strongly valued by staff members, parents and students. Implementation is consistent across the school and staff members record and monitor this data in OneSchool.
- There are clear and consistent processes established to support the successful implementation of PBL including parent communication templates, student referral forms, information for relief teachers and the engagement of a PBL coach.
- A school wide approach has been developed and implemented to monitor student attendance with the attendance traffic lights system. All staff members and students are aware of the school attendance targets.
- The school has implemented a variety of strategies including reciprocal visits and information sessions for parents and students to prepare for the Junior Secondary transition.

Recommendations:

- Continue the implementation of the PBL program to ensure a consistent approach to the management of student behaviour and to maintain a strong focus on student learning.
- Develop individual learning plans for students who are performing 12 months above or below their chronological age to maximise the learning opportunities for all students.
- Continue to implement the *Five Agreed Practices* with a strong focus on peer feedback and self-assessment to ensure high levels of student engagement.
- Encourage all teachers to use the behaviour benchmarks for making A-E judgements for behaviour and an effort to ensure consistency in judgement for reporting to parents.
- Continue to develop teachers' data literacy skills to enable teachers to use a range of data to record and monitor student performance and the effectiveness of school programs.