

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – WINDAROO SS

DATE OF AUDIT: 18-19 AUGUST 2014.



Background:

Windaroo SS is a Band 10 school located in city of Logan, within the South East education region. The school was established in 1992 and has a current enrolment of 930 students with 46 students supported by the Special Education Program. The Principal, Bob Harding, was appointed to the position in 2012.

Commendations:

- There is a strong and valued culture evident at the school, with respectful and caring relationships existing between parents and community members.
- The school engages a range of community organisations, government agencies and specialist staff members to provide support for individual students and groups in learning. The Special Needs Advisory Committee (SNAC) provides an effective approach to case management of individual students.
- The school has a range of proactive programs to support the positive behaviours of individual and groups of students, including, *Chaplaincy*, the *Big Buddies* program, *Chit Chat* girls support group, Year 4 Anti-bullying program and the newly developed *Boys at Work* program.
- The school has completed a school wide review of the Responsible Behaviour Plan for Students (RBPS), engaging representatives from the school community, with the endorsement by the Parents and Citizens' Association (P&C).
- Clear processes for the management of behaviour in the classroom, including the use of a detention room, are well understood by students, parents and consistently implemented by teaching staff.
- The *High 5* strategy, for building student social skills and resilience, is well known, practiced by students and embedded in the culture of the school.

Affirmations:

- The school has developed a set of positively stated school wide expectations: *Be Safe, Be Responsible, and Be Respectful*. These expectations are communicated in a variety of ways.
- The school rewards students for appropriate behaviours and achievement through *Aussie of the Month, Values Tokens, Good Behaviour* and *Improved Behaviour* certificates.
- The school newsletters and the school website are key strategies which contribute to effective communication with the school community.
- Data pertaining to the management of student behaviour, particularly in regard to individual students and referrals to the detention room is collated and circulated to teachers on a monthly basis

Recommendations:

- Reinvigorate understanding of the research and theory base positive approach to managing behaviour. Implement explicit teaching skills, which link clearly to the pedagogical framework. Support consistent and high quality teaching of the desired positive behaviours through coaching, observation and developmental feedback.
- Clarify, by reducing the variety of interpretations by individual teachers, the three overarching school wide expectations within classroom behaviour plans to a single school wide approach. More widely display and communicate, within and external to classrooms, these expectations across the school.
- Develop school wide understandings of what constitutes minor and major incidents of behaviours and the categorisation of behaviour for the consistent documentation in OneSchool. Enhance teaching staffs' use of the dashboard to access and analyse information for their class.
- Develop a common understanding, and an associated matrix of descriptors, for what constitutes high standards and clear expectations for awarding A to E Effort and Behaviour ratings for use in reporting.
- Further enhance regular opportunities for parents to participate in training and information days on behaviour support and positive parenting strategies.
- Incorporate data from student reporting, including positive and inappropriate student behaviour into the annual school data plan. Regularly analyse data on a school wide level to stimulate stakeholder discussion, evaluate the effectiveness of the school's behaviour plan and inform strategic decision making.