

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- WOOLLOOWIN SS

DATE OF AUDIT: 11 AUGUST 2014



Background:

Woolloowin SS is located five kilometres north of the Brisbane Central Business District, within the Metropolitan education region. The school was established in 1914 and currently has an enrolment of 309 students from Prep – Year 7. The Principal, Chris Hansen, was appointed in 2011.

Commendations:

- The Principal and teachers have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. Classroom environments are characterised by high levels of engagement in learning and the consistent delivery of quality teaching and learning practices.
- There is a respectful and caring nature of relationships evident between all stakeholders, reflected in the positive way in which staff members, students and parents interact.
- A strong culture of collegiality exists amongst staff members as demonstrated through their commitment to creatively implement a whole school approach to supporting student behaviour.
- The school has a small number of positively stated rules that are clearly defined, continually communicated, visible and evident in the behaviour of most students.
- Students are encouraged to respond to inappropriate behaviours and problem-solve issues through the *Do the High 5* model.
- Inappropriate student behaviour is supported through the consistent implementation of consequences outlined in the *Behaviour Chart Step Process* which is visually represented in every classroom.
- Staff members are consistently entering positive behaviour incidents in OneSchool.

Affirmations:

- The school community has committed to Schoolwide Positive Behaviour Support (SWPBS) and has implemented key elements of SWPBS Tier 1.
- The Principal and behaviour committee members are driving an implicit behaviour improvement agenda through the enactment of the SWPBS Action Plan.
- The school rules and behaviour expectations are taught each week through assembly and class lessons. Teachers are provided with resources to support the delivery of these micro-lessons.
- Appropriate student behaviour is positively reinforced through the implementation of the whole school *Respect Cards* and classroom reward systems. These systems recognise individual positive behaviours on a daily and weekly basis.
- The SWPBS committee analyses some behaviour data primarily to identify individual students who may require additional support.
- Students with behavioural, socio-emotional and academic needs are provided with a range of tailored support mechanisms through the *Student Support Team* process.
- School leaders have invested in building the capacity of staff members to support student behaviour through *Essential Skills for Classroom Management* training and *Classroom Profiling*.

Recommendations:

- Utilise School Wide Evaluation Tool (SET) and Effective Behaviour Support (EBS) data to monitor the level of implementation of Tier 1 universal strategies.
- Revisit the definitions for minor and major behaviours and develop a protocol for the consistent entering of minor behaviour incidents in OneSchool by teaching staff.
- Extend behaviour data analysis to include OneSchool dashboard audits. Identify behaviour trends and sequence behaviour lessons to monitor the effectiveness of intervention strategies.
- Continue to seek ways to engage parents in the shaping of the school's behaviour policy and to proactively and frequently communicate the SWPBS approach with the school community.
- Ensure all students who require intensive behaviour assistance are provided with aligned support mechanisms through the enactment of Individual Behaviour Support Plans.
- Develop an A - E Effort and Behaviour Matrix aligned to the school rules and expectations to enhance the consistency of teacher judgements in the reporting process.