

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – WINFIELD SS

### DATE OF AUDIT: 30 OCTOBER 2014



#### Background:

Winfield SS is located approximately 60 kilometres from Bundaberg, within the North Coast education region. The school was first established in 1924 and currently has an enrolment of 13 students from Prep to Year 7. The Principal, Robert Dreise, was appointed to the position in 2014.

#### Commendations:

- There is a very strong and positive school tone, evidenced by interactions between staff members and students. These relationships provide the foundation for effective teaching and learning.
- The Principal employs a highly structured before-school routine that provides a settling influence that ensures students are ready to transition to the formal start of the school day.
- The school has a genuine open door policy for the community as shown by the many retired locals that support the school in a variety of ways.
- Parents and other community members frequently attend school functions and join to share in the acknowledgement of student performances. These interactions assist in raising the students' perception of their own school and this is positively impacting on classroom behaviour.
- The Principal has ensured that all teaching and non-teaching staff members have engaged in the Essential Skills for Classroom Management (ESCM).

#### Affirmations:

- The Responsible Behaviour Plan for Students (RBPS) is current and has been endorsed by the Principal, Parents and Citizens' Association (P&C) and the Assistant Regional Director.
- The school has two sets of rules: *Respect, Learning and Safety*, as well as, *Cooperation, Care, Courtesy, Consideration and Commonsense* (Five Cs). These are clarified through the use of a detailed matrix.
- The school has a set of incremental responses to manage inappropriate behaviours which are known to students and visible in the classroom.

#### Recommendations:

- Introduce a matrix for end of semester reporting that can help guide teacher judgement when rating student behaviour and effort. Consider sharing this matrix with parents and students to provide awareness and clarity around the school's expected standards of behaviour.
- Provide professional development to all staff members to ensure consistency in the use of OneSchool data entry. This should include a common understanding of minor and major behaviour incidents.
- Explore the potential of the OneSchool class dashboard in order to monitor and set targets around student attendance. Share these targets with the community and include rewards and recognitions of improvements.
- Design and implement a formalised staff member, student and parent induction plan that includes details of the school's programs and processes around managing student behaviour. This will help ensure clear and consistent expectations to maintain the positive culture and support a smooth transition into the school.
- Consider implementing a student leadership program that is based around meeting a set of criteria rather than appointing a formal school leader. This broadened approach will allow all the more senior students that are interested and capable to meeting the criteria rather than limiting the role to just one student.
- Engage in broad community consultation to review the effectiveness of the current twin set of school rules.