

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – WYREEMA SS

DATE OF AUDIT: 16 OCTOBER 2014



Background:

Wyreema SS is a small rural school located 15 kilometres south-west of Toowoomba, within the Darling Downs South West education region. The school has a current enrolment of 66 students from Prep – Year 7. The Principal, Sandra Tetzlaff, was appointed to the position in 2010.

Commendations:

- The Principal and staff members are committed to ensuring a safe, supportive and disciplined learning environment. They demonstrate a belief that student engagement, within a positive environment, is essential to improved student learning.
- The school has three positively stated school rules: *Be Safe, Be a Responsible Learner, Be Respectful*, which are highly visible throughout the school and are readily identified and understood by students. The rules and values form the clear basis for student behaviour expectations and consequences.
- The Principal and staff members have developed a positive school wide approach to managing student behaviour. This approach is built around high expectations, core values and is systematically implemented across all areas of the school.
- The school has successfully implemented a *High 5* strategy for student problem solving.
- Parents speak positively of the school leadership and the quality communication and relationships. There is a strong sense of community at the school with a positive, friendly tone evident. There is a strong focus on valuing the whole child and providing a highly supportive environment.

Affirmations:

- The Parents and Citizens' Association (P&C) has endorsed the school's Responsible Behaviour Plan for Students (RBPS). Furthermore the school has implemented a Parent/Community Engagement program.
- The school is implementing Explicit Instruction as the pedagogical framework.
- Preparation has been put in place to prepare students for Junior Secondary, in particular, preparing students for attendance at larger schools.
- The school recognises appropriate behaviours and achievement through a range of positive rewards including *Spotty awards, Student of the week* and *Principal Awards*. These are communicated publicly in the weekly newsletter.
- The school has implemented the Developing Performance Framework (DPF) for staff members.

Recommendations:

- Continue to deeply engage the community in the positive developments and culture of the school.
- Continue to implement Explicit Instruction as the school's pedagogical framework. Support consistent and high quality teaching through coaching, observation and developmental feedback.
- Utilise the scheduled review of the RBPS to link and coordinate the recent developments in behaviour processes and strongly highlight the desired culture which characterises the school.
- Continue to build staff members' capability in the use of the OneSchool dashboard as a reference point for accessing and monitoring a range of individual and group data.
- Review the school's Data Plan to include regular cycles of school wide analysis and discussion of systematically collected data on student behaviour and attendance. This data analysis should consider the overall school picture and trends in order to enact a continuous improvement process.
- Seek opportunities to further enhance parent participation in training or information on behaviour support and positive parenting strategies, in support of the school's approach.
- Further develop a common understanding of what constitutes high standards and clear expectations for effort and behaviour in reporting through the development of a school matrix linked to the school rules. Consider utilising this as a tool for student self-reflection, feedback and goal setting.
- Consider implementing, in collaboration with parents, a goal setting process for attendance and link recognition and positive reinforcement to the achievement of a widely communicated school attendance target.