DISCIPLINE AUDIT

EXECUTIVE SUMMARY - BUNDABERG WEST SS

DATE OF AUDIT: 9 SEPTEMBER 2014

Background:
Bundaberg West SS is situated in Bundaberg, within the North Coast education region. The school was established in 1926 and currently caters for an enrolment of approximately 243 students. The Acting Principal, Leanne McNamara, was appointed to the position in 2014.

Commendations:
- The Principal and Leadership Team have reinvigorated the schools framework of behaviour expectations: Be Safe, Be Respectful, Be a Learner. There has been attention given to re-establishing Schoolwide Positive Behaviour Support (SWPBS) processes and procedures.
- The branding of the Super Westie Wombat and the collection of Gotchas for acknowledging positive behaviour is very engaging and valued to the entire school community.
- A strong culture of respect and caring relationships exist in the school community. Students and parents speak of caring teachers in a caring school.
- Considerable focus has been given to developing whole school strategies on increasing student attendance. The visuals using Westie each day for attendance percentage is very engaging.
- There are teachers who display initiative and creativity to further develop reward processes to enhance the teaching and learning environment in their classroom.
- The development of a Pre-Prep Transition program focuses on engaging parents with pre-literacy skills and school routines. This provides an excellent platform to build on foundation skills.

Affirmations:
- The process for the successful transition of students in Years 6 and 7 to Junior Secondary in 2015 includes reciprocal lessons for certain subjects and reciprocal visits at both campuses.
- The process to record and monitor inappropriate minor behaviours outside the classroom are succinct, manageable and meaningful. Continue to develop this agreed process for entering positive and minor classroom learning behaviour in OneSchool. Discuss the required number of entries to achieve a balanced data capture for making informed decisions.

Recommendations:
- Continue to develop teacher understanding of appropriate learning behaviours leading to enhanced engagement which will lift student achievement. Ensure differentiation of instructional tasks is appropriate for engagement in learning.
- Use the process of Profiling to support the implementation of the Essential Skills for Classroom Management, to track and manage student learning behaviours to lift engagement.
- Continue to develop clarity around what minor and major behaviours are through regular, robust discussions, with a specific focus on minor behaviours.
- Develop teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. This process will enable teachers to track their student achievement, attendance and behaviour, independently and frequently. Include targets and timelines in the school data plan.
- Develop an A-E rubric for Behaviour and one for Effort to ensure consistency during a moderation process.
- To enhance students’ engagement and purpose for completing tasks, ensure teachers provide regular written feedback that is meaningful and manageable.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork. Display current student work and artefacts to produce an engaging learning environment.
- Develop Personal Development Plans following the Department’s Developing Performance Framework (DPF).
- Further develop and formalise the coaching and peer support mentor programs to include behaviour management strategies.