

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- WALKERSTON SS

DATE OF AUDIT: 28 AUGUST 2014



Background:

Walkerston SS is located on the outskirts of Mackay, within the Central Queensland education region. The school was opened in 1874 and has a current enrolment of approximately 380 students from Prep – Year 7. The Principal, Matthew Horton, was appointed to the position in 2014.

Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment for staff members and students, demonstrating a strong conviction that student engagement is key to improving student learning.
- The school behaviour expectations are framed around the rules of: *Respect Yourself, Respect Others* and *Respect Your School*. The rules are known by all staff members, students and parents and overlay the *4 Step Plan*.
- The whole school explicit teaching of the strategies within the *4 Step Plan* has ensured common terminology is used by students and teachers and that consistency of practice occurs throughout the school. These expectations are regularly communicated through the school's newsletter.
- Very high expectations for behaviour are clearly evident at the school and all staff members, parents and students comment on the high standards of behaviour and respect among the students.
- Teaching staff at the school take pride in their learning environments and student are welcomed into a safe, disciplined and well-cared environment.

Affirmations:

- The school positively recognises appropriate behaviours and achievements through *Happy Tickets* which are positively valued.
- The Leadership Team work collaboratively with staff members to meet the social, emotional, learning and welfare needs of all students.
- Staff members are regularly entering both positive and inappropriate behaviour incidents into OneSchool.
- Teachers reinforce positive student behaviour through a range of class reward systems.
- The school has developed strong and consistent processes when dealing with formal aspects of communication with students and parents, for example, suspension and attendance.
- The *Bookwork Policy* and enforced expectations are well embedded throughout the school.
- The school is very well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015 with evidence of a strong relationship with the local state high school.

Recommendations:

- Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students and apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Review the Behaviour Management Plan through a consultative process involving staff members, students and parents. Ensure that all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Continue to support the Parents and Citizens' Association (P&C) and their endeavour to build a *Sense of Community*.
- Engage in professional learning for the community around the inappropriate behaviour trends issues that are evident in the school.