DISCIPLINE AUDIT

EXECUTIVE SUMMARY – WELLERS HILL SS

DATE OF AUDIT: 29 OCTOBER 2014

Background:
Wellers Hill SS is located in the Brisbane suburb of Tarragindi, within the Metropolitan education region. The school was opened in 1926 and has a current enrolment of 867 students from Prep – Year 7. The Acting Principal, Gayle Coleman, has been in the position since 2014.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has developed a set of positively stated school wide expectations: Be Safe, Be Responsible and Be Respectful. These expectations are communicated widely in the classes.
- Staff members are effectively using across the school a wide range of innovative and proactive reward systems such as Student of the Week Certificates and Gotchas linked to award levels to recognise behaviour, effort and attendance success.
- The school has an ongoing commitment to pedagogy through the Art of Science and Teaching (ASoT).
- There is an embedded Learning Enrichment Team referral process, case management and review of individual student learning to ensure individualised intervention strategies are in place at the school.
- The school has made links with local businesses, agencies and governmental departments to build parent and community capacity.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has commenced a Japanese Immersion Program commencing in the early years.
- The whole school Developing Performance Framework (DPF) planning approach for staff members has commenced in the form of team learning goals and links to coaching.
- The school has been utilising feedback processes for staff members by adopting lesson observations including anti-bullying and behaviour classroom walkthroughs, as well as, growth coaching by a trained staff member.
- Some staff members are effectively using a range of innovative and proactive strategies and resources. These include the Student Leadership Program, Responsible Thinking Room, High 5 anti-bullying strategies, Water Ratz, Environmental and Sustainability Leaders, Mates Group Monitors and social skills targeted support to build resilience.
- Staff members are recording positive, minor and major incidents of student behaviour into OneSchool.

Recommendations:
- Determine the input of Schoolwide Positive Behaviour Support Training (SWPBS) to deepen the current review of the RBPS and associated practices.
- Consider expanding the branding of the school’s expectations signage to pathways and additional outside areas to increase the message beyond the classroom.
- Expose further classroom teachers’ data literacy skills by linking electronic school systems in OneSchool and the class dashboard to record, analyse and act on student data.
- Further develop the explicit behaviour teaching episodes focused on the school’s expectations and use incidental data for targeted teaching in each juncture: P-2 and Year 3-6.
- Continue to build staff members’ capacity to support student behaviour through targeted professional development that is aligned with the DPF by deepening the coaching model that might include Classroom Profiling.
- Further explore ways to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.