

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- WOODRIDGE SHS

DATE OF AUDIT: 9-10 JULY 2013



Background:

Woodridge SHS opened in 1972 and has, over time, built a long and proud history of educational achievement. The school has a very diverse student population with a dedicated and professional staff providing quality learning to meet the needs of the students. The school is a School Wide Positive Behaviour Support (SWPBS) school and since 2010, Woodridge SHS has been participant in the Low Socio-Economic National Partnership (LSES NP) program. Current principal John Norfolk was appointed to the position in 2008.

Commendations:

- The Principal and the school leadership team have developed and are driving an explicit, detailed and positive approach to managing student behaviour.
- Staff members and students speak with pride about the very significant improvement in student behaviour over the past five years. School disciplinary absences and attendance data supports and confirms the improvements.
- The Principal, leadership team and staff members are united and passionately committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- The school is widely acknowledged across the community for its strong culture of respect, caring relationships and quality partnerships, which enable students to become successful learners. Programs such as English as a Second Language (ESL), Pacific Links Program, Bulkairi Space, the Leadership Education Aspiration Dreams (LEAD) and Care and Intervention Team (CAIT) are producing outstanding outcomes.
- School behaviour expectations: 'Safe, Respectful, Responsible, a Learner' that are visible throughout the school are known by all staff and students. These expectations form a basis for all behavioural conversations (both positive and negative).
- The school has used the additional resources through grants and NP funds to develop proactive strategies. This has led to significant improvements in the areas of attendance, behaviour and very importantly, the overall school culture.

Affirmations:

- The Parents and Citizens' Association (P&C) is supportive of behaviour management processes.
- There are many excellent examples of how data is used to enhance behavioural outcomes.
- Clarity about how students are expected to behave is enhanced by specific lessons delivered by care group teachers. This is supported by presentations made by the Principal and year coordinators at school parades.

Recommendations:

- Continue to engage the teaching team in the development and implementation of effective pedagogical practices that enhance student learning outcomes and consolidate the positive attendance and behaviour trends.
- Develop a common understanding by all staff members of what constitutes high standards and clear expectations for behaviour, attendance and engagement and ensure that these standards are consistently and rigorously applied.
- Develop agreed procedures and protocols, for entry into OneSchool, of positive and inappropriate student behaviour and attendance data. Implement accountability procedures to ensure that the data is complete and accurate.
- Continue to enhance parents' skills by delivering high quality evidence-based training and information on effective behaviour strategies.
- Continue to provide opportunities to link with the wider parent and school community to enhance student engagement. The Pacific Links program provides an excellent example to assist in the development of further programs.