

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY – WILSTON SS

**DATE OF AUDIT: 4 AUGUST, 2014.**



#### Background:

Wilston SS is located in the inner Brisbane city suburb of the Grange, in the Metropolitan education region. The school has a current enrolment of 895 students from Prep – Year 7. The Principal, Guy Hendriks, was appointed to the position in 2010.

#### Commendations:

- The leadership of the Principal and Leadership Team, and a commitment by all staff members, has resulted in the establishment of a positive school culture featuring high expectations and standards for student learning and behaviour, and the development of a safe supportive and disciplined learning environment.
- Students, teaching staff, parents and members of the wider community demonstrate strong support for the school and a very strong sense of school pride.
- The school's Responsible Behaviour Plan for Students (RBPS) is based on the framework, *Care 4 Wilston* (Care for Learning, Care for Ourselves, Care for Others and Care for our school). This framework is visible throughout the school, known by all and is reflected in the high standard of student behaviour and respectful relationships between all members of the school community.
- The Student Support Committee coordinates a network of support, and forms links with external agencies to enhance the engagement of students at risk of disengaging from learning. Strong links have been formed, for example, the Behaviour Support Team and *Managing Young Children Program* (MYCP) to provide support for those students requiring intensive intervention.
- There is a very high rate of attendance for students evident across all year levels.

#### Affirmations:

- A variety of awards are used to acknowledge positive student behaviour, for example, *Well Done Awards*, *Wilston Care 4 Awards*, and the new *Wilston Star Award*.
- The Behaviour Committee, with representatives from each sector, meets on a regular basis and provides a proactive approach to support the implementation of the school's RBPS.
- The behaviour management teacher works very effectively with teachers and students to support students at risk of disengaging from learning.
- A social skills program has been developed and implemented based upon the *Focus of the Week*.
- The school provides opportunities for students to undertake leadership duties through the *Games Ranger* student mentor program at lunchtime.
- Classroom behaviour plans, outlining classroom behaviour processes, have been developed for every class.
- Extensive planning and preparation has been undertaken in preparation for the transition of students in Years 6 and 7 to Junior Secondary in 2015.

#### Recommendations:

- Expand and extend the current social skilling program to include a whole-school approach to cater for students' health and well-being, for example, *KidsMatter*
- Consider the development of an Effort and Behaviour Matrix, to guide teacher comments on report cards and to ensure a consistency of practice.
- Continue to explore ways to reward and acknowledge positive student behaviour and to record these incidents in OneSchool.
- Provide professional development opportunities for teaching staff to enhance their capabilities around behaviour management, for example *Essential Skills for Behaviour Management*, to ensure a consistency of practice.
- Consider the implementation of a common planning template for classroom behaviour plans to ensure a consistency of practice.