

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - WULGURU SS

DATE OF AUDIT: 28-29 JULY 2014



Background:

Wulguru SS is a co-educational school located south of Townsville in the North Queensland education region with a current enrolment of 410 students from Prep to Year 7. The Principal, Sandra Perrett, was appointed to the position in 2014.

Commendations:

- The school and the community strongly support the leadership and strategic direction of the school, particularly on the focus of academic achievement, introduced by the Principal in the last six months.
- The *Wulguru Spirit* has been developed over time through a proud sporting history and is widely understood and used by staff members to motivate a stronger engagement and effort of staff members, students and parents.
- The school rules: *Be fair; Be safe; and Be your best*, are well known by staff members and students. These rules are central to conversations around behaviour management.
- The school community has benefited from the *Focus School Project* which has developed a consistent team focused on building trust and connections with the Indigenous community.
- Each classroom has a chart which displays student daily behaviour, providing short cycle feedback to students on their behaviour choices. Students know and understand the consequences associated with inappropriate behaviour choices.
- Classroom teachers develop a set of classroom rules which are derived from the four school rules. All teachers maintain a rich but varied set of rewards to acknowledge student positive behaviour choices.
- The school maintains a systematic process of acknowledging student positive behaviour through *Student of the week Awards, Spirit Award and Star Behaviour Awards*.

Affirmations:

- Classroom learning environments are positive, highly structured and encouraging.
- Staff members demonstrate a high level of commitment to student learning and wellbeing.
- A matrix of expectations detailing student behaviour in the range of school settings has been developed and is displayed throughout the school.
- The Principal has established a *Charter of Expectations* for students and staff members to set the agenda of high expectations of learning and behaviour at the school.
- Student leaders, including Indigenous student leaders, are actively involved in improving younger student's experience of schooling.

Recommendations:

- Develop consistency across the school in the application of expected classroom rules, routines and rewards systems to ensure students learn a consistent set of expectations as they progress from classroom to classroom.
- Develop OneSchool as the single point of truth for recording, profiling and representing student progress, growth and support as they move through the school.
- Engage staff members and parents in regular analysis of behaviour data to critically evaluate the success of the Responsible Behaviour Plan for Students (RBPS) individuals and groups of students.
- Review the school response to reports of bullying at the school.
- Consider the development a set of values which drives policy and the development of a positive learning culture.
- Continue to pursue strategies which build trust and communication between the school and Indigenous families.
- Review the reporting of effort and behaviour to build consistency of reporting strategies.
- Investigate strategies the school and staff members can explicitly teach the desired behaviours leading to a positive learning culture at the school.