Discipline Audit
Executive Summary – Walkervale SS
Date of Audit: 13 August 2014

Background:
Walkervale SS is located in Bundaberg, within the North Coast education region. The school has been providing learning opportunities to the community since 1955 and has a current enrolment of approximately 600 students from Prep – Year 7. The Principal, Bradley Young, was appointed to the position in 2011.

Commendations:
- The Principal and Leadership Team are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of reviewing current processes to ensure a consistent approach to managing behaviour and is linked strongly to student engagement and increased student performance.
- There is a sense of wellbeing at the school among the staff members and students, with the students speaking fondly of caring teachers and a safe school environment.
- There is an explicit, clear and rigorous process to gather and interrogate whole school behaviour data, including positive and inappropriate behaviour. The process is supported by OneSchool data and a monitoring system for teaching staff to refer to.
- The school has embraced a feedback culture that has been built using Art and Science of Teaching (ASoT) as a foundation for the Principal and Deputy Principal to observe teaching staff and provide written and verbal feedback.

Affirmations:
- The school’s behavioural expectations: Be Safe; Be Respectful; Be Responsible, are understood and communicated throughout the school environment.
- A strong culture of respectful and caring relationships exists in the broader school community. This is reflected in the shared values and commitment from the Chaplain and Community Liaison Officer.
- Teaching staff use a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The Junior Secondary transition plan includes opportunities for successful Year 6 and 7 students to be included in transition days and reciprocal school visits.

Recommendations:
- Engage staff members in rigorous discussions around improved student achievement, linked to student engagement, through management of appropriate learning behaviours and focused teacher practices.
- Review the current behaviour management process and purpose of using the Responsible Thinking classroom (RTC) and further develop the need for teaching staff to cultivate student learning behaviours.
- Continue to use the ASoT framework to strengthen teacher pedagogy around routines and engagement which will lead to decreased referrals to the RTC.
- Develop a whole school agreed set of sequential steps of behaviour expectations for visual display in each and every classroom to ensure consistency and management of student behaviour.
- Develop whole school protocols for entering incidents of positive, minor and major behaviour into OneSchool. Discuss the required number of entries to get a balanced data capture for making informed decisions around whole school, year level and individual behaviour issues.
- Continue to develop teaching staffs’ ownership and data literacy skills, by engaging in a OneSchool dashboard audit. Teaching staff will be able to monitor student achievement, attendance and behaviour independently and frequently.
- Enhance student engagement and a sense of pride and purpose in the classroom, by establishing whole school expectations for bookwork, as well as, displaying current student work in classrooms.
- To enhance students’ engagement and purpose for completing tasks, ensure teaching staff give regular meaningful written feedback that is manageable.
- Use the current A-E rubric for Behaviour and Effort during a moderation process to validate teacher judgement.