DISCIPLINE AUDIT
EXECUTIVE SUMMARY - WITHCOTT SS
DATE OF AUDIT: 6 MAY 2014

Background:
Withcott SS is a rural school located ten kilometres from the central business district of Toowoomba in the Darling Downs South West education region. The school has a current enrolment of 258 students from Prep to Year 7. The Principal, Tania Angus, was appointed to the position in July 2013.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are defined and established within the classrooms and playground. These expectations are evident in the behaviour of most students.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly.
- The recent introduction of Schoolwide Positive Behaviour Support (SWPBS) has been instrumental in formalising student behaviour data collection and analysis.
- Weekly assemblies are used to acknowledge students’ worthy efforts and positive behaviour. A highlight of some assemblies is The Principal’s Awards, which are based on the school’s expectations: I am Responsible; I Take Pride; and I Have Goals.
- Students and their families are well aware of the expectations and consequences of inappropriate behaviour.

Affirmations:
- All teachers have included the school’s behavioural expectations within their classroom practice and playground supervision. Staff members are developing their Performance Plans in line with the school’s explicit improvement agenda which includes professional development in behaviour management and classroom profiling.
- The District Behaviour Support Team, Department of Child Safety (DOCS), Guidance Officer, Vision Queensland personnel and the speech therapist provide support for students and families at the school.
- The physical environment at the school includes wonderful gardens, playgrounds for the different age groups, undercover areas and spacious oval areas. These along with the library provide many areas of choice for students to interact safely with their peers.
- Overall student behaviour is of a high standard and adopted strategies are working successfully.
- There is evidence of OneSchool behaviour data being utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the RBPS to clarify the process for recording both positive and inappropriate behaviours in OneSchool.
- Use the introduction of SWPBS to clarify the explicit teaching of rules and expectations across the whole school.
- Provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management and program development.
- Review the effort and behaviour ratings, as well as, comments on student reports to ensure there is school wide consistency.
- Continue to develop connections with local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition of students into Junior Secondary.
- Review data collection processes and the data plan to ensure that academic, diagnostic, attendance and behaviour incidents are recorded in OneSchool in order to allow a full analysis of the data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.