



Discipline Audits

As part of an initiative to strengthen discipline in Queensland State schools, Discipline Audits will be conducted in every Queensland state school by November 2014. The purpose of the Discipline Audits is to provide quality feedback on how the school is ensuring a safe, supportive and disciplined learning environment and to inform school behaviour management planning processes.

During the audit, an independent, experienced school principal will visit the school to collect a range of data and information about school-wide, programs and procedures in the area of discipline.

Interviews will also be conducted with staff, students and parents to gather a range of perspectives on school strategies and practices in relation to behavior management.

The Discipline Audit will usually take one to two days, depending on the school's context and size. The school will receive the auditor's report within 15 days and key findings will be discussed with the principal, the school's leadership team and school staff.

The report's Executive Summary and 5 page Profile will be made available to parents and caregivers on the school's web site. The principal will work with the school community to include any recommendations in the school's forward planning around strengthening discipline.

For further information about Discipline Audits, please contact your child's school or visit the [Education Queensland](#) website.

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – WINDSOR SS

DATE OF AUDIT: 25 AUGUST 2014



Background:

Windsor SS is located seven kilometres north of Brisbane's CBD, within the Metropolitan education region. The school was established in 1865 and has a current enrolment of 618 students from Prep – Year 7. The Principal, Stephen O'Kane, was appointed to the position in 2004.

Commendations:

- The Principal and Leadership Team have established an imbedded expectation that behaviours are aligned to the three school values: *Respect for Self, Respect for Others, Respect for the School*.
- A strong culture of respectful and caring relationships is evident in the school community. Students and parents speak of caring teachers in a caring school.
- School leaders have developed a strong positive school wide approach to managing student behaviour that is grounded in research, is evidence-based, is well documented and supported through such programs as *You Can Do It!*
- There is evidence of teaching staff displaying initiative and creativity to acknowledge and encourage positive behaviour, as well as, enhancing the teaching and learning environment in their classroom.
- The school's Responsible Behaviour Plan for Students (RBPS) is comprehensive and supported by informative newsletters for the community and staff members.
- There are some whole school systematic processes and procedures in place for the organisation of student behaviour such as the self-managing process of achieving a *Silver* and *Gold* badge for recognition of behaviour goals and *Worker of the Week* assembly awards.
- A comprehensive program, *Pastoral Care*, supports the weekly teaching of focused behaviours at the school.

Affirmations:

- The process for successful Year 6 and 7 students for transitioning into Junior Secondary include reciprocal lessons for certain subjects and reciprocal visits from local high schools.
- Staff members have Professional Development Plans following the expectations of the Department's Developing Performance Framework (DPF).
- The Parents and Citizens' Association (P&C) is supportive of behaviour management processes.

Recommendations:

- Develop a whole school agreed set of sequential steps for behaviour expectations for visual display in each and every classroom to ensure consistency in entering data into OneSchool.
- Continue to develop clarity around what minor and major behaviours are through regular, robust discussions with a specific focus on minor behaviours to ensure they are not overlooked.
- Continue the expectations and process around entering positive and minor classroom learning behaviour incidents 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 issues.
- Continue to develop teaching staffs' ownership and data literacy skills by engaging teaching staff in their own dashboard audits, allowing them to monitor student achievement, attendance and behaviour, independently and frequently.
- To enhance students' engagement and purpose for completing tasks, ensure teaching staff give regular written feedback that is meaningful and manageable.
- Using the school's A-E rubric for Behaviour, develop another rubric for Effort, to ensure consistency during a moderation process.