DISCIPLINE AUDIT
EXECUTIVE SUMMARY – WOONGARRA SS
DATE OF AUDIT: 14 AUGUST 2014

Background:
Woongarra SS is located 7 kilometres east of Bundaberg in the North Coast education region. The school was established in 1879 and has a current enrolment of approximately 496 students from Prep – Year 7. The Principal, Jeff Irwin, was appointed to the position in 2012.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2012. The behaviour expectations are expressed as Be Respectful, Be Positive, Be Responsible, Be Proud and Be Tolerant (The 5 B’s).
- The RBPS includes a matrix of expectations which is clearly visible in the school, to indicate how students can display and follow the expectations. Staff members and students were able to articulate the school’s expected behaviours.
- The Leadership Team is concentrating on increasing student engagement by focusing on curriculum as an essential component to maintaining a supportive school environment for learning. This focus includes goal setting for student learning, adjusting the curriculum for students at risk and foregrounding learning behaviours in the classroom.
- The Principal and staff members are driving a positive approach to managing student learning with incidents of positive behaviours being recorded into OneSchool and used to reinforce expected behaviours on a regular basis. Positive student behaviour is reinforced through a range of whole school and class reward systems. These systems are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly and semester basis.
- The Leadership Team review minor and major incidents of behaviour data in OneSchool and which influences correlating school wide actions.
- The school is in contact with the local secondary school to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Affirmations:
- Students with complex learning and behaviour needs are supported by individualised programs, including Behaviour Cards, which are developed with a range of support personnel from within and beyond the school environment.
- Teaching staff recall positive stories of students with challenging behaviours who, as a result of school initiatives and interventions, have greatly improved their self-management skills in the school learning environment.
- The Better Buddies and Woonie initiatives are high profile examples of how students are actively engaged in the acknowledging and celebrating of excellence in student self-management.
- The development of the school song highlights the values and rules and is an innovative means to promoting the preferred learning environment for the school.

Recommendations:
- Further develop staff members’ knowledge and usage of the class dashboard, in relation to data analysis, to enhance the ability of staff members to use the accumulated data to inform decision making on individual and groups of students.
- Explore the development of a shared criteria matrix, as a guide to making consistent judgements of effort ratings for students, to reflect the much higher engagement levels of students in their own learning.
- Further progress the engagement agenda for the range of students, by implementing a school wide approach to recording differentiation for students that reflects current practices, directs new practices, and can be attached to a student’s adjustments profile.