DISCIPLINE AUDIT
EXECUTIVE SUMMARY – WAVELL HEIGHTS SS
DATE OF AUDIT: 19 – 20 MAY 2014

Background:
Wavell Heights SS is a multicultural school located in the northern suburbs of Brisbane, within the Metropolitan education region. 460 students from Prep – Year 7 are currently enrolled at the school, including 35 percent of students identified as English as an Additional Language/Dialect (EAL/D). The Principal, John Cattoni, was appointed to the position in 2009.

Commendations:
- There is a strong sense of wellbeing at the school among staff members and students, with students speaking fondly of caring teachers and a caring school.
- The Principal and Leadership Team are driving a positive approach to managing students. This agenda is couched in terms of high standards and expectations of student behaviour and learning outcomes.
- Some teachers are using the Class DoJo program to map and monitor both positive and inappropriate incidents of behaviour in the classroom.
- The school values of Respect, Responsibility and Safety, are known by staff members and students. These values have impacted positively on the culture at the school.
- There is a very strong sense of community, which is significant in terms of its highly diverse and multicultural community base.
- Staff members state that they feel well supported by the administration team.

Affirmations
- Behavioural expectations are continually communicated and are evident in the behaviour of most students.
- The Parents and Citizens' Association (P&C) are supportive of the behaviour management processes.
- The school has established ongoing partnerships with families, local businesses, government agencies and community organisations with the express purpose of improving student engagement.
- The student leaders hold the school in high regard and were able to articulate their engagement with the safe, supportive learning environment.

Recommendations:
- Develop protocols and a process around entering student behaviour by all staff members, to include positive as well as major and minor incidences in OneSchool.
- Continue to build classroom teachers’ data literacy skills in order to collect, analyse, interpret and act on student data in order to frequently and independently support students in terms of their effort, behaviour and learning.
- Develop staff members’ knowledge and usage of the OneSchool class dashboard in relation to this data entry.
- Develop a continuum of proactive, evidence based interventions to respond effectively to inappropriate student behaviour. Ensure that the class process aligned to this is simple, consistent and embedded in practice for a clear and common understanding.
- Establish a Behaviour Management Committee and enlist parent and teacher aide representatives for engagement in developing strategic and school wide behaviour management practices and documents.
- Develop a suite of whole school micro-lessons to support the consistent, explicit teaching of school rules and expected behaviours. Ensure the lesson schedule enables emerging behaviour trends from data analysis, be addressed through the delivery of focused lessons.
- Review the pedagogical framework to include higher order thinking practices that will assist in the reflection and differentiation for individual and class engagement. This will further engage and enhance the performance of higher achieving students.
- Develop criteria for making judgments about A-E behaviour and effort standards for consistency during moderation.