DISCIPLINE AUDIT
EXECUTIVE SUMMARY – WISHART SS
DATE OF AUDIT: 13 MARCH 2014

Background:
Wishart SS is located in the Metropolitan education region and has an enrolment of 665 students from Prep – Year 7. The current Principal, Ms Yolanda Tognini, was appointed in 2008.

Commendations:
- The tone of the school is exceptional with students and staff members all speaking of the school with a strong sense of pride and belonging.
- Staff members, students and parents speak very highly about the involvement of the Principal and the leadership team in ensuring a safe, supportive and disciplined learning environment.
- Teamwork is strong at the school, evidenced by teacher comments, about working together to get strong outcomes for students.
- The work of the Support Teacher Literacy and Numeracy (STLaN) in developing and running the Skill Development Sessions for students is acknowledged strongly.
- Links made with the local high school in preparation for transition of Year 7 students in 2015 are thorough and have a focus on pedagogy.
- Strong parental engagement and support for the Behaviour Management Program is evident in the school.
- The school has developed a robust approach to embedding the Department’s Developing Performance Framework (DPF) and professional development plans for staff members.
- There is a strong conviction that student engagement is the key to successful learning.
- The school environment is well maintained and the classrooms are set up in a way to promote a safe and disciplined learning environment.

Affirmations:
- Incidents of positive and negative behavior data are entered on OneSchool by teachers and school leaders.
- The 5 Keys, which highlight positive characteristics of learning and behaviour, form the basis of teaching social skills across the school.
- The Student Welfare Team provides strong support to teachers who need assistance with identified students.
- The School uses data to inform case management of individual students and communicates behaviour plans with families.
- The Bronze, Silver, Gold Award System is well known and students understand how to achieve each level.

Recommendations:
- Review the status of the 5Cs, Care, Common-Sense, Courtesy, Cooperation and Conscientiousness, and the 5 Keys to establish which set plays the most significant role in defining the school’s behaviour management policy.
- Continue to develop a rich set of data concerning behaviour and ensure that positive incidents of behavior, which reflect core expectations, are entered on OneSchool.
- Continue to develop consistent school wide standards regarding A-E reporting for behaviour and effort.
- Consider how minor and major data sets can be used to inform planning and ongoing reviews of the school wide Behaviour Management Program.
- Clearly establish whether Schoolwide Positive Behaviour Support (SWPBS) is the key driver of behaviour management processes.
- Continue to ensure that Professional Learning in behaviour management leads to a consistency of practice in the classrooms.
- Engage parents when reviewing the Behaviour Management program in the school.