DISCIPLINE AUDIT
EXECUTIVE SUMMARY - WOODSTOCK SS
DATE OF AUDIT: 28 OCTOBER 2014

Background:
Woodstock SS is located approximately 42 kilometres south-west of the Townsville CBD, within the North Queensland education region. The school was established in 1890 and has a current enrolment of approximately 80 students, organised into four multi-age classes. The Principal, Ian Griffith, was appointed to the position in 2004.

Commendations:
• The Principal and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a very strong conviction that student engagement and regular attendance are keys to improved student learning.
• There is a positive, calm and friendly environment evident, with a school wide commitment to purposeful, successful learning and behaviour that is predicated on clear standards and expectations.
• The school’s values: We are Safe, We are Respectful and We are Learners are highly visible throughout the school and are readily identified and understood by students. These values form the clear basis for student behaviour expectations and consequences.
• The positive behaviour rewards system is clearly linked to the three school values. Gotchas and the Gold Card rewards explicitly reinforce desired behaviours.
• The Responsible Behaviour Plan for Students (RBPS) is strongly grounded in William Glasser’s Reality Theory. Choice language and strategies are evident in the everyday work of teaching staff in their classroom management.
• A strong, structured approach to reading, as well as, the use of Explicit Instruction as the pedagogical foundation, has strengthened consistency of practice in the routines for learning across the school.

Affirmations:
• Extensive work has been done in establishing effective behaviour support systems and consistent behaviour and pedagogical practices across the school.
• Parents and the community applaud the school for the manner in which students’ successes and achievements are acknowledged and celebrated. These successes and positive behaviours are recorded in OneSchool.
• A citizenship passport program has been introduced into Years 5, 6 and 7, in order to foster increased student involvement in the life of the school, and develop and reinforce responsible attitudes.
• A matrix has been developed that guides teacher decisions about standards of behaviour and effort on report cards in order to ensure a consistent application of standards by all teachers.
• The Parents and Citizens’ Association (P&C) endorse and are very supportive of the school’s RBPS and there is a strong level of pride and confidence evident.
• Staff members’ demonstrate a strong level of respectful and caring relationships for all school community members.
• Teacher Aides engage in regular professional development, including behaviour management, and play a key role in supporting teaching staff with the routines for learning and behaviour management.

Recommendations:
• Continue to ensure that the three school values form the basis for all behaviour conversations and that they are explicitly taught in a systematic manner and continually reinforced by all staff members.
• Ensure classroom rewards systems emphasise the three school values.
• Continually reinforce, support and celebrate staff members’ consistency of practice in maintaining and enhancing the safe disciplined environment evident in the school.
• Develop clear school protocols for recording parent contacts in OneSchool and ensure these are consistently implemented by all staff members.
• Explore strategic and innovative ways to further engage parents in the supportive school environment and develop their parenting skills.
• Modify the school Data Plan to include regular short cycle school wide analysis and discussion of systematically collected data on student behaviour and attendance.