

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – GOODWOOD SS

DATE OF AUDIT: 7 MAY 2014



Background:

Goodwood SS was opened in 1900 and is located in the North Coast education region. The school has a current enrolment of approximately 63 students. Current Principal, Steve Coleman, was appointed to the position in 2012.

Commendations:

- The school has implemented a *Schedule of Consequences*, which outlines positive and negative consequences which are broken into six clearly defined steps.
- A number of parent volunteers assist with the school reading scheme and community organisation, *Woodgate Readers*, regularly assist with reading and listening to students read.
- The Parents and Citizens' Association (P&C) have been consulted and have assisted in the development of the schools behavioural expectations. Parents describe the high levels of communication and clarity around changes provided by the Principal.
- Students speak positively of the number of after-school extra-curricular activities offered at the school.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department's annual School Opinion Survey (SOS) data.

Affirmations:

- The school has completed and compiled the SET (Schoolwide Evaluation Tool) data on behaviour management.
- The school can provide examples of differentiated behaviour strategies that have been put in place. *Intensive Behaviour Support Plans* (IBSP) have been assigned to set students. These plans have been developed with guidance and support from the *Guidance Officer for Intensive Behaviour Support* (GOIBS).
- To prepare students for Junior Secondary the school has worked closely with the local secondary school. A transition plan details separate Years 6 and 7 visits to the secondary school. Parent forums are used to provide up to date information on the transition process.
- The school records incidents of positive and inappropriate behaviour, and behaviour awards into OneSchool.
- The school has a detailed re-entry process for students returning from a suspension.

Recommendations:

- Develop formalised lessons that clearly outline the school's behavioural expectations, based around the school behaviour matrix. Document and timetable the delivery of the explicit teaching of these expected behaviours.
- Continue to develop, build on and implement the *Goodwood Behaviour Folder*, to use as an important tool by all staff members who teach and visit the school.
- Develop and implement an effort and behavioural matrix to assist judgement when reporting A-E achievement to parents. A moderation process that includes all staff members would provide even greater levels of accuracy when reporting.
- Implement a whole school approach for rewarding positive behaviour ensuring this is linked to the school wide expectations of: *Respect, Effort, Safety, Self Responsibility*. Ensure the reward process is consistently implemented and includes rewards for playtime behaviour.
- Continue to build on the gathering of behaviour data to complement the soon to be introduced whole school rewards. Provide set behaviour meetings, ensuring minutes of these meeting are recorded. Ensure this data gathering process and review is added to the school Data Plan.
- Including a greater number of positive Oneschool entries will provide a more developed student Oneschool behavioural profile.