DISCIPLINE AUDIT

EXECUTIVE SUMMARY – ENOGGERA SS

DATE OF AUDIT: 29 JULY 2014

Background:
Enoggera SS is situated in the northern suburbs of Brisbane and has been providing learning to the community since 1871. The school has 232 students currently in attendance. The Principal, Jodie Watts was appointed to the position in 2001.

Commendations:
- The Principal has established an expectation that behaviours are aligned to the Three Pillars: Learning Relationships and Safety and ensure a safe, supportive and disciplined school environment exists.
- There are some whole school systematic processes and procedures in place for the management of student behaviour, such as, the use of Gotchas and Assembly Awards for acknowledging positive behaviour.
- The school has implemented the use of homework/communication journals as a means of providing weekly feedback on behaviour to parents and students. This communication tool is enhancing parent engagement with the school and student engagement in the classroom.
- Teaching staff use an A-E rubric for Behaviour and one for Effort to make informed judgements for the feedback journals. These rubrics are then aligned to the report card.
- The strategies for a smooth Junior Secondary transition include specialised science programs with the secondary school and teacher visits to observe instruction in a secondary school setting.
- There is a very strong sense of wellbeing at the school among the parents, staff members and students. Students speak fondly of caring teachers and a caring school.

Affirmations:
- The Parents and Citizens’ Association (P&C) is supportive of 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.
- Incidents of positive and inappropriate behaviour are being recorded in OneSchool.
- Most students and parents could recall the Three Pillars.

Recommendations:
- Develop a process to reflect on the current processes to determine priorities for the development of agreed, whole school strategies for action.
- Develop a whole school set of sequential steps of behaviour expectations for visual display in each and every classroom to ensure consistency.
- Develop clarity around what minor and major behaviours are through engaging in regular robust discussions.
- Continue the expectation and process around entering positive, minor and major behaviour incidents in OneSchool. Discuss the required number of entries to get a balanced data capture for making informed decisions around whole school, year level and individual issues.
- Continue to develop teacher ownership and data literacy skills by teachers engaging in their own dashboard audits. Teaching staff will be able to monitor their student achievement, attendance and behaviour, independently and frequently.
- Include in the Professional Learning Plan ongoing professional development for teachers and other staff members on effective and consistent practice in the classroom and that certain expectations are non-negotiable for consistency.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork, as well as, displaying current student work, visually appealing posters and resources.