DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GYMPIE WEST SS
DATE OF AUDIT: 17 OCTOBER 2014

Background:
Gympie West SS is located in Gympie, within the North Coast education region. The school has been providing learning to the community since 1958 and has a current enrolment of approximately 581 students. The Principal, Bob Cole, was appointed to the position in 2006.

Commendations:
- A strong culture of respect and caring relationships exist in the school community. Students and parents speak of caring teachers in a caring school.
- The school wide approach is supported by a Responsible Thinking Classroom (RTC) teacher and a framework of expectations: Be Safe, Be Respectful, Be a Learner.
- Parents, students and teachers value the questioning used with the RTP. Some parents have transferred this process to the home environment.
- Teaching staff are committed to a whole of school process for the management of students who display high levels of inappropriate behaviour. This is currently serviced though the Responsible Thinking Process (RTP).
- A number of teaching staff are displaying initiative and creativity to acknowledge and encourage positive behaviour through elements such as You Can Do It! (YCDI) and Schoolwide Positive Behaviour Support (SWPBS) and ensuring the classroom is an engaging learning environment. This is reflected in the student’s bookwork and projects.

Affirmations:
- The process for the successful transition of Years 6 and 7 students’ into Junior Secondary school involves reciprocal visits, specialised lessons and information sessions.
- There is a process for developing Personal Development Plans with staff members.

Recommendations:
- Build teacher understanding of great teacher pedagogy combined with appropriate student learning behaviours will lead to enhanced engagement. This in turn will lift student achievement.
- Consider the impact, removal from class and time spent in the RTC, has on the learning and possible decline in engagement.
- Use the Art and Science of Teaching (ASoT) framework to strengthen teacher pedagogy around routines and engagement which will lead to decreased referrals to RTC.
- Determine what data already collected could be transferred into OneSchool, a manageable and meaningful way.
- Further develop an agreed whole school set of sequential steps to track behaviours. These steps to be displayed in each and every classroom to ensure consistency with approach and therefore ensuring a balanced data capture set.
- Develop an expectation and process around entering positive and minor classroom learning behaviour incidences into 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.
- Build on the current data process to enhance teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to track their student achievement, attendance and behaviour, independently and frequently. Include targets and timelines in the school data plan.
- Develop an A-E rubric for Behaviour and one for Effort to ensure consistency during moderation.
- Ensure there are individual behaviour learning goals for those students who have habitual inappropriate minor learning behaviours.
- Include teacher aide and parent representatives in the Behaviour Committee to continue to drive schools agenda in improving student engagement and behaviour management.
- 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 and relevant visually appealing artefacts.