

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – GUMDALE SS

DATE OF AUDIT: 18 AUGUST 2014



Background:

Gumdale SS was established in 1935 and is situated in the eastern suburbs of Brisbane, within the Metropolitan education region. The current school population is 913 students and reflects an increasing demographic. The Acting Principal, Ms Debbie Hansen, was appointed to the position in 2013.

Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan (RBPS) that was reviewed in 2012. Significantly, the school's Leadership Team has begun the review process in readiness for 2015.
- The early review process has included a revised set of student behaviours that are informed by the acronym *GROWS* (*Great Learners, Respectful, Organised, Working Together, Safe*). These behaviour expectations are informed by a matrix to indicate how students can display the expectations throughout the school. Staff members and students were able to articulate the school expected behaviours.
- School leaders and staff members are committed to ensuring a safe and supportive learning environment for students and are currently engaged in a significant re-culturing process to add whole of school consistency and rigor to students' engagement and support for their learning. The establishment of a revised set of school routines has been a successful beginning step.
- Respectful and caring relationships are evident between all stakeholders. This is reflected in the positive way in which staff members and students interact.
- Staff members have conscientiously undertaken to implement a range of initiatives associated with the re-culturing process. This is evidenced by the use of the gradual release model for teaching, and the beginning elements of the revised student behaviour expectations.
- The school is in contact with local secondary schools to develop a Junior Secondary transition program, to assist senior primary students in the transition to Junior Secondary in 2015.

Affirmations:

- The school has recently undertaken the implementation of the internationally researched Schoolwide Positive Behaviour System (SWPBS) and is training a Leadership Team that is representative of parents, support staff and teaching staff. The Leadership Team has been diligent in engaging the whole school community to maximise the positive effects to be gained from a whole of school approach that is data driven, student focused, consistent and predictable and widely understood in the parent community.
- Positive student behaviour is reinforced through a range of whole school and class reward systems. These systems are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily and weekly basis.
- Whole school behaviour expectations and classroom expectations are visible throughout the school and in individual classrooms.
- The engagement of a Data Coach to progress the SWPBS initiative is a positive way to increase teachers' capacity to record and use data.

Recommendations:

- Continue to embed the progressive work of re-culturing the school to develop a safe and supportive learning environment through intentionally developing school wide practices, protocols and procedures that provide consistency across the school.
- Further develop staff members' knowledge and usage of Class Dashboard in relation to data entry and analysis, to use the accumulated data to inform decision making in response to developing trends in classrooms and across the school.
- Explore the development of a shared matrix of criteria as a guide to making consistent judgements for Effort ratings for students, to reflect the much higher engagement levels of students in their own learning.