

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – IPSWICH EAST SS

DATE OF AUDIT: 26 AUGUST 2014



Background:

Ipswich East SS is situated in the city of Ipswich, within the Metropolitan education region. The school was established in 1958 and caters for current enrolment of approximately 444 students. The Acting Principal, Byron Van Der Zee, was appointed to the position in 2013.

Commendations:

- The Principal and Leadership Team have established a framework of behaviour expectations, *SOAR: We are Safe, We are Organised, We are Achievers, We are Respectful*.
- A strong culture of respect and caring relationships exists in the school community. Students and parents speak of caring teachers in a caring school.
- School leaders have developed a strong, positive, school wide approach to managing student behaviour that is grounded in research and is evidence-based. The approach through the Schoolwide Positive Behaviour Support (SWPBS) process is very well documented and supported by profiling and the implementation of Essential Skills for Classroom Management (ESCM).
- The branding and association of *SOAR; Eddie the Eagle, the SWPBS mascot; and the Ticket to Fly*: positive behaviour rewards, are very engaging and meaningful to all the school community, students, staff members and parents.
- Some teachers display initiative and creativity to acknowledge and encourage positive behaviour.
- There are some whole school systematic processes and procedures in place for the organisation of student behaviour, such as, the focus teaching of the routines expected each week.
- A comprehensive before school and lunch-time program, to occupy and engage students is valued by the students and parent community.
- The school has a particular focus on encouraging regular attendance through strategies that include the introduction of the online rewards system, *Vivo Miles*.

Affirmations:

- The process for the successful transition of Years 6 and 7 students into Junior Secondary includes reciprocal lessons for certain subjects and reciprocal visits at both campuses.
- Staff members have Personal Development Plans following the expectations of the Developing Performance Framework (DPF).

Recommendations:

- Develop a documented Professional Learning Plan that includes mandated, curriculum and behaviour areas for all staff members.
- Continue to develop clarity around what minor and major behaviours are through regular, robust discussions with a specific focus on minor behaviours.
- Continue to explore the alignment of *Vivo Miles* to the current steps of the *Eddie the Eagle* behaviour expectations.
- Continue to develop the agreed process around entering positive and minor classroom learning behaviour incidents in OneSchool. Discuss the required number of entries to get a balanced data capture for making informed decisions.
- Continue to develop 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.
- To enhance students' engagement and purpose for completing tasks, ensure teachers give regular written feedback that is meaningful and manageable.
- Develop an A-E rubric for Behaviour and one for Effort to ensure consistency during a moderation process.
- Develop a whole school expectation for each and every classroom, about what an engaging learning environment looks like, sounds like and feels like.