

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – SHERWOOD SS

DATE OF AUDIT: 21 AUGUST 2014



Background:

Sherwood SS is 11 kilometres south west of Brisbane's CBD, within the Metropolitan education region. The school was established in 1867 and has a current enrolment of approximately 600 students from Prep – Year 7. The Principal, Dr Greg Nelson, was appointed to the position in 2001.

Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2012. The Leadership Team has begun the review process in readiness for 2015.
- The review process has endorsed *Sherwood Best* as the values and expected behaviours for the school. These behaviour expectations are informed by Explicit Teaching to indicate how students can display the expectations in classrooms. Staff members and students were able to articulate the school's expected behaviours with parents reporting that *Sherwood Best* is reflected by students at home.
- Implementation of the *Skill Streaming* program provides a weekly focus on students' self-management skills that is promoted on parades, in classrooms and in the weekly newsletter.
- The school has a long established student leadership development program that is based on a well understood values and criteria matrix.
- School leaders and staff members are committed to ensuring a safe and supportive learning environment for students and have a strong focus on learning engagement in the curriculum as a means to enhance the supportive learning environment for all students.
- Respectful and caring relationships are evident between all stakeholders. This is reflected in the positive way in which staff and students interact. Parents of students with complex and challenging behaviours report that the school has been very helpful and supportive, especially with engaging support agencies from beyond the school.
- 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:

- Positive student behaviour is reinforced through a range of whole school and class acknowledgement systems. These systems are tailored to the age, ability and motivation of students and recognise positive behaviours on a daily and weekly basis.
- Staff member engagement in data discussions is a progressive initiative to inform decisions to improve the learning environment for students and will be a good model to progress data discussions around minor, major and positive incidents of behaviours.

Recommendations:

- Continue to embed the progressive work of reviewing the school's development of 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' capacity and knowledge to record and use consistent data, including minor, major and positive behaviours, to enable staff members and school leaders to make informed decisions in response to developing trends in classrooms and across the whole school.
- Explore the development of a shared matrix of criteria as a guide to making consistent judgements for effort ratings of students to reflect the much higher engagement levels of students in their own learning.
- Further explore the development of a matrix of student behaviours that aligns directly with *Sherwood Best* values and behaviour expectations, in order for students to consistently know how to display the expected behaviours.