DISCIPLINE AUDIT
EXECUTIVE SUMMARY – WORONGARY SS
DATE OF AUDIT: 12 MAY 2014

Background:
Worongary SS is located on the Gold Coast in South East education region and has a current enrolment of 829 students from Prep – Year 7. The Principal, Terry Cornish, was appointed in 2008.

Commendations:
- The Principal and other school leaders are driving the Schoolwide Positive Behaviour Support (SWPBS) approach across the school, with a strong focus on the maintenance of a positive learning culture.
- The school is to be commended for their student attendance protocols that include assembly focus, regular newsletter items and a school attendance management plan.
- The three positively stated rules of *I am Safe, I am Respectful and I am a Learner*, are highly visible around the school, known by staff members, students and parents, and form the basis for all behaviour conversations.
- The school has an extensive range of partnerships with government and community agencies to support and maintain individual and group student engagement.
- The Principal and other school leaders are to be commended for the explicit teaching of the rules through a rigorous protocol. The Principal introduces the rule of the week on assembly and all class teachers reinforce the rule in a follow up class lesson, supported by an extensive digital portfolio of resources on the central drive.
- The school routinely reviews the Responsible Behaviour Plan for Students (RBP\S) with staff members and is to be commended for their recent work on streamlining the minor and major behaviours.

Affirmations:
- The school has links with a local high school that includes shared moderation, high school teachers working in primary classes and all Year 6 and 7 classes working in a high school timetable, in an effort to progress the transition of students to Junior Secondary.
- The school has introduced a Student Welfare Officer to support the individual needs of at risk students.
- The behaviour teacher aide runs a *Good Start* morning program with identified students to support their positive transition to class and maintain appropriate school behaviour.
- The school accesses regional behaviour support programs as required for individual students.
- Pre-Prep students are being screened and are provided with school routines and procedures to assist them in the successful transition to Prep.

Recommendations:
- Routinely review the RBPS with staff members, parents and students to ensure that all stakeholders know and support the school’s approach to positive behaviour support.
- Document the school’s Professional Learning Plan to include the booked professional learning in the Essential Skills for Classroom Management.
- Continue to use the full range of behaviour data to inform individual, group and school wide decisions and review the effectiveness of the RBPS.
- Collect data concerning the effectiveness of the partnerships with government and community agencies to reflect on whether the current suite of programs is positively impacting on student engagement.
- Continue the explicit teaching protocol to maintain and strengthen the safe, supportive and disciplined positive learning environment at the school.