

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – OXFENFORD SS

### DATE OF AUDIT: 13 OCTOBER 2014



#### Background:

Oxenford SS is located at the northern end of the Gold Coast, within the South East education region. The school has a current enrolment of 615 students from Prep – Year 7. The Principal, Vicki Marchmont, was appointed to the position in 2014.

#### Commendations:

- The Principal is developing a school culture that focuses on promoting and recognising positive behaviours. Programs, plans and strategies are developed to promote learning. Staff members and parents speak of the positive changes that have occurred this year.
- Staff member morale is high, evidenced by the consistent scores of the School Opinion Survey (SOS) and the numerous positive stories told by staff members. There are numerous success stories told by students who have been able to redirect their behaviours to focus on their learning with the support of the school.
- The school sports program is having an impact on student behaviour. Students' interactions on the oval demonstrated acceptance of different abilities, understanding of rules and tolerance of students playing other games. Student leaders identified that behaviour on the oval was of a high standard.

#### Affirmations:

- Parents interviewed knew the school's behaviour agenda, values and the manner in which the Behaviour Plan was being implemented.
- The school rules: *Be Safe, Be Respectful, and Be a Learner*, are displayed throughout the school and known by students.
- The Principal is aware of the need to improve student attendance. Actions have occurred to rectify this including the identification of students, letters to parents and follow up interviews.
- The school has implemented a values program entitled *9 Values*. Students in the upper year levels know these values and could provide examples of how their behaviours can display the values.
- A positive culture of encouraging students exists at the school with the implementation of rewards for students who display appropriate behaviour. Teaching staff use supportive language when interacting with students, parent and staff members.
- The school has implemented a good process to identify students requiring behaviour support, including the development of Behaviour Plans, as well as, access to external and internal support programs.
- Each class has a visual process to support students monitor their behaviour. Many classes complimented this approach with a positive reward process.
- OneSchool is being used to record positive and inappropriate behaviour and contacts with parents.

#### Recommendations:

- Enhance the school's culture by focusing on developing the skills of students and staff members to promote learning behaviours that are aligned to the pedagogical framework. Continue to develop students understanding of the school's *9 Values* program.
- Continue to develop programs and practices to encourage parents to engage with the school. Examples include offering sessions to provide information on the school's behaviour plan and skills for parents.
- Continue to enhance the use of OneSchool for recording behaviour data, rewards and contacts with parents. Develop a consistent understanding for staff members of what constitute minor and major behaviour.
- Promote further programs that are classroom based to encourage students to attend school.
- Ensure behaviour data is collated, and shared with all staff members. The new Behaviour Team is to be responsible for this process.
- Enhance teaching practices that are aimed to meet the needs of all students in order for them to be engaged in learning and achieve success.