

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – ORMISTON SS

DATE OF AUDIT: 19 MAY 2014



Background:

Ormiston SS is located in the South East education region with a current enrolment of 579 students from Prep to Year 7. The Principal, Anthony Palmer, was appointed to the school in 2011.

Commendations:

- The implementation of Schoolwide Positive Behaviour Support (SWPBS) over the last four years has improved the school's culture and reduced the time lost due to disruptive behaviour.
- The Implementation of the school uniform code has improved the appearance of students and the perception of the school in the local community.
- The school has identified four simple and effective school values of: *Team Work, Ownership, Participation* and *Sensitivity* (TOPS) which are widely known. Parents, staff members and students are able to relate decision making regarding behaviours to these values.
- Consistent leadership of the Principal has improved the school culture, developing consistency and a student centred approach to teaching and learning.
- The learning environment is well maintained and inviting to all. Staff members and students speak of close and respectful relationships.
- Staff members' understand and demonstrate differentiation in teaching and learning and in the management of student behaviour. This is evident in teacher planning and classroom practice.
- The Prep, Year 1 and Year 2 teams are currently most effective in generating an energetic pedagogy sharing focus which has led to improved classroom practice.
- The school records and provides a high level of positive acknowledgement to students for appropriate behaviour. This has created a school environment which is encouraging and responsive to the evolving needs of the school community.

Affirmations:

- Teaching staff are supported by the Leadership Team in managing and engaging the small number of students who exhibit challenging behaviours.
- There exists in most classrooms a well-known and visible system designed to provide immediate feedback to students about daily behaviours and signal impending consequence of misbehaviour.
- Staff members have developed clear expectations and supporting criteria to determine major and minor incidents of behaviour, as well as, a guide to decision making for reporting end of semester results for effort and behaviour.
- The school maintains comprehensive and effective databases to ensure that management of behaviour and achievement is responsive to emergent issues and contributes to the ongoing maintenance of a disciplined, safe supportive learning environment.

Recommendations:

- Review current practices in classroom management and pedagogy that builds consistency and increases the expectation of the knowledge and skills that students demonstrate in order to become successful learners.
- Develop staff members' skills to be able to articulate the strategies they use to raise intellectual rigour and lift the performance of more able students.
- Implement an improvement agenda through the systematic delivery of explicit school wide strategies by every teacher, in every classroom, for every day.
- Identify expert teachers who lead, coach and model these school wide strategies.