

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - CHINCHILLA SHS

DATE OF AUDIT: 21 OCTOBER 2014



Background:

Chinchilla SHS is a rural school located approximately 300 kilometres west-northwest of Brisbane, within the Darling Downs South West education region. The Years 8 to 12 school has a current enrolment of approximately 528 students. The Principal, Scott Rowan, has been in the position since the beginning of 2013.

Commendations:

- The school has a strong learning culture and proud tradition of academic achievement. It is undergoing a renewal process aligning processes with a focus on community ownership; student ownership and engagement with their learning program.
- The Principal's leadership is renewing quality teaching practices and ensuring inclusive and democratic principles that underpin the school's operations.
- Staff members, students and community, acknowledge that the close relationships are an important feature of the school.
- Team Core Values of: *Together, Excellence, Acceptance* and *Motivation* set the basis of school wide expectations for staff members and students. These values are central to the school's behaviour matrix and school plans to strengthen student ownership and motivation to achieve excellence.
- The school has engaged every student in an ambitious feedback and learning goal process which helps students identify, strategise and set personal improvement targets.
- Explicit Instruction has been adopted as the school's signature pedagogy. Most teachers use *WALT (We Are Learning To)*; *WILF (What I'm Looking For)*; and *TIB (This Is Because)* to ensure students are aware of learning intent and lesson goals. Warm-ups and lesson reviews are features of most lessons. Students appreciate the consistency demonstrated by teachers.
- Schoolwide Positive Behaviour Support (SWPBS) has been adopted this year. The SWPBS Committee has consulted widely and developed initial data regarding positive and inappropriate student behaviour. The school's core values: *Together, Excellence, Acceptance* and *Motivation* (TEAM) have been explicitly taught. A reward system of TEAM points has been developed in the junior years.
- Common classroom management expectations are consistently implemented by all classroom teachers, contributing to a culture focused quality learning.
- Teacher planning for differentiation in unit plans demonstrates a growing knowledge of specific student learning progress.

Affirmations:

- The school is supportive of the needs of Indigenous students. Understanding of cultural differences has resulted in improved attendance and engagement.
- Staff members provide regular access to after-school tutoring to support student learning growth.
- *TEAM Player Awards* for staff members and students have introduced recognition processes to encourage preferred behaviours.

Recommendations:

- Continue to implement the SWPBS program. Ensure the program creates a learning culture which fosters student engagement, enthusiasm and self-actualisation.
- Endeavour to ensure that Individual Learning Goals are specific and measureable. Systematic tracking and celebration of achievement will strengthen their effect.
- Refine expectations of the Junior Secondary pedagogy, to ensure staff members can consistently implement by a set of consistent teaching practices.
- Ensure that curriculum offerings, at all year levels, meet the needs of kinesthetic and hands-on learners.
- Ensure that the knowledge of, participation in, and ownership of the transformation of the school's strategic policy and practices includes parents, and where applicable students.
- Develop teacher proficiency with in-class differentiation.