Executive Summary - Warra SS

Date of Audit: 28 October 2014

Background:
Warra SS is located 45 kilometres north west of Dalby, within the Darling Downs South West education region. The school is a single multi aged classroom with a current enrolment of 8 students from Prep to Year 7. The Principal, Judith Angel, was appointed to the position in 2012.

Commendations:
- The school has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These visible and continually communicated expectations are evident in the behaviour of most students.
- The review of the Responsible Behaviour Plan for Students (RBPS) in 2013 and the renewal of the school’s three rules: Be Safe, Be Responsible and Learning, Be Respectful, has refined the behaviour processes at the school.
- The Leadership Team is implementing the RBPS by ensuring that disruptive behaviour is dealt with promptly and in a supportive manner, in the classrooms and the playground.
- Peer support programs, behaviour and attendance charts, as well as, individual goal setting and achievement reports ensure that families are kept informed of students’ progress.
- The school provides many opportunities for students to participate in educational experiences outside their local community.
- The school is actively involved in local community and neighbouring school events, such as participating in science days, sporting and musical workshops.
- The extensive grounds and facilities at the school have provided an extensive area for students to play and interact safely with others.
- School parades are used to celebrate students’ achievement, effort and learning, as well as, an opportunity to share school information with parents. These parades are also an opportunity to present the specific rule or behaviour focus.

Affirmations:
- Teaching staff use a wide variety of strategies and awards aligned to the school’s rules and expectations within the classroom to acknowledge students’ acceptable and noteworthy behaviour.
- The school’s behaviour matrix outlines clear expectations for acceptable behaviour in the classroom and playground.
- Staff members are developing their Performance Plans in line with the school’s Developing Performance Framework (DPF) and explicit improvement agenda.
- Students and their families are well aware of the school’s expectations and the consequences of inappropriate behaviour.

Recommendations:
- Revise and refine the school’s behaviour process to ensure its continued effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Establish a systematic methodology for the explicit instruction of the school’s rules.
- Review the school’s Data Plan so that behaviour, attendance and student well being information is included in the systematic collection of data.
- Continue to develop community partnerships to enhance learning and leadership opportunities for students.
- Review the school’s OneSchool reporting protocols so that the recording of both positive and inappropriate behaviours are consistent across the school.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.
- Continue to develop connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.