DISCIPLINE AUDIT
EXECUTIVE SUMMARY – WOODRIDGE SS
DATE OF AUDIT: 17 JULY 2014

Background:
Woodridge SS is located 23 kilometres south of Brisbane’s Central Business District, within the South East education region. The school has a current enrolment of approximately 740 students from Prep – Year 7, with 80 percent of students being born overseas and a nine percent being Indigenous. The Principal, Garry Molloy, was appointed in 2011.

Commendations:
- The school provides a safe and supportive environment for a very multicultural student population. Many students learn English as an Additional Language/Dialect (EAL/D) and have come from a wide range of backgrounds and experiences. Some students have experienced significant trauma as refugees and see the school as a safe haven for building a new life, due to the dedication of a highly skilled and nurturing school team.
- There has been an increase in both the learning and behavioural data of students in recent years to support the many anecdotal success stories.
- Regional Schoolwide Positive Behaviour Support (SWPBS) personnel and representatives from the KidsMatter program have promoted Woodridge SS as a school of excellence in terms of school culture.
- The school has many life changing success stories where students have commenced their learning as a refugee, or have successfully re-engaged with their education. The school has achieved extremely high levels of parent, student and staff member satisfaction in the Department’s 2013 School Opinion Survey (SOS).
- The school behavioural expectations: I am Safe, I am Respectful, I am a Learner and I am Caring, are clearly visible throughout the school and are known by all students and staff members.
- Interactions between parents, staff members and students are very respectful and parents talk positively about the school’s culture.
- A number of effective partnerships with local community and government agencies have been established at the school to assist the social-emotional, wellbeing and engagement of identified students.

Affirmations:
- The school is effectively implementing the SWPBS process and the KidsMatter program with a high degree of fidelity. A common language to support a range of strategies around student and staff member’s social and emotional wellbeing has been established in the school.
- The classroom support team is highly proactive and professional in supporting a range of student welfare and learning needs.
- There are well understood processes for addressing inappropriate behaviour at the school. In addition, there are clear expectations and actions for staff members in regards to communicating with parents.
- The school has a number of whole school and classroom reward systems in place for students on a short, medium and long term basis.
- The school has an ongoing working relationship with the local high school in regards to the transition of senior primary school students to Junior Secondary, focusing on both learning and welfare needs.

Recommendations:
- Continue to develop opportunities for parent engagement and skilling through the newly developed Hub concept.
- Consider the involvement of students on a regular basis in renewing the tiered rewards system including privileges, which are motivating for all students.
- Continue the work on establishing meaningful and long term partnerships with the local child care providers to assist in the transition of Pre-Preparatory students into the school.
- Use the great school culture to continue to grow student success in terms of learning outcomes though an ongoing focus on differentiation.