Discipline Audit

Executive Summary - Ithaca Creek SS

Date of Audit: 12 November 2014

Background:
Ithaca SS was opened in 1885 and is located in Bardon, within the Metropolitan education region. The Prep to Year 7 school has a current enrolment of 526 students. The Principal, Richard Nash, was appointed to the school in 2008.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has developed their set of positively stated school wide expectations: Be Safe, Be Responsible, Be Respectful and the additional expectation: Own your own behaviour. These expectations are communicated widely in the classes and hallway spaces. Classes further develop these to build their classroom expectations.
- Staff members are effectively using a wide range of positive celebrations across the school, for example: Student of the Week Certificates; Values of the Week; Thumbs Up random draw; Every Day Counts Trophy; Values of the Week awards on weekly assemblies; monthly Spirit of Excellence award, sponsored by a local business; and Principal Lunch award at the end of term; to recognise academic, behaviour and effort success.
- The school has an ongoing commitment to their pedagogical delivery by partnering their multi-age philosophy, practices and approach with the Art and Science of Teaching (ASoT).
- The embedded Student Services referral processes, case management and review of individual student learning to ensure individualised intervention and extension strategies are in place to support all students.
- Links with local business, agencies and government departments to build parent and community capacity are evidenced by: Parents and Citizens’ Association (P&C) before and after Outside Schools Hours Care program; and the newly commenced Pre-Prep Transition program. These programs are innovatively enhancing student engagement.

Affirmations:
- The P&C endorse the school’s Responsible Behaviour Plan for Students (RBP).
- Utilised feedback processes for staff members are linked to Developing Performance Framework (DPF) planning. The school has adopted a range of processes, for example: induction, collegial coaching conversations, Watching Others Work, Classroom Walk Throughs and Classroom Profiling by trained staff members to build pedagogical practice.
- Some staff members are effectively using a range of innovative and proactive strategies across the school to build resilience for all students, such as: Student Leadership program; KidsMatter: BOUNCE back! program; Values Education; and the Bullying, No Way! anti-bullying strategies: Four Character Chart: Crazy Conflict, Icy Isolation, Roving Random and Bully Bulldozer; an array of lunch-time activities; and a Class Buddy System.

Recommendations:
- Consider expanding the branding of the Ithaca Creek signage of the four expectations beyond the classroom and internal hallways to the outside environment to support incidental teaching.
- Continue supporting classroom teachers’ data literacy skills linking electronic school systems with OneSchool and Class Dashboard to record, analyse and act on student data.
- Further consolidate the detailed explicit behaviour teaching episodes drawn from KidsMatter and Values Education with the school expectations and as needed input the incidental data for targeted teaching for each juncture.
- Build on and explore ongoing opportunities to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.