

NSW DEPUTY PRINCIPALS STATE CONFERENCE 2007

STUDENT WELFARE ASSISTANT TRACKER (SWAT)

AT JAMISON HIGH SCHOOL

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Introduction

- SWAT was introduced into JHS in 2004. Data entry and letter generation is decentralised in each staffroom. It has almost eliminated the welfare/discipline “paper chase”.
- The database has the facility to record information about a wide range of welfare/discipline issues including discipline referrals, truancies, N Award warnings, unsatisfactory classwork, student commendations, medical interventions and welfare information.
- It generates very useful reports about individual students and whole school data – the reports are supported by graphs.
- The database also generates standardised letters home for a wide range of issues – these can be tailored to suit individual school requirements.
- Many parts of SWAT can be modified to suit an individual school’s needs.
- All student data can be downloaded and updated from OASIS

SWAT as part of the Welfare / Discipline System

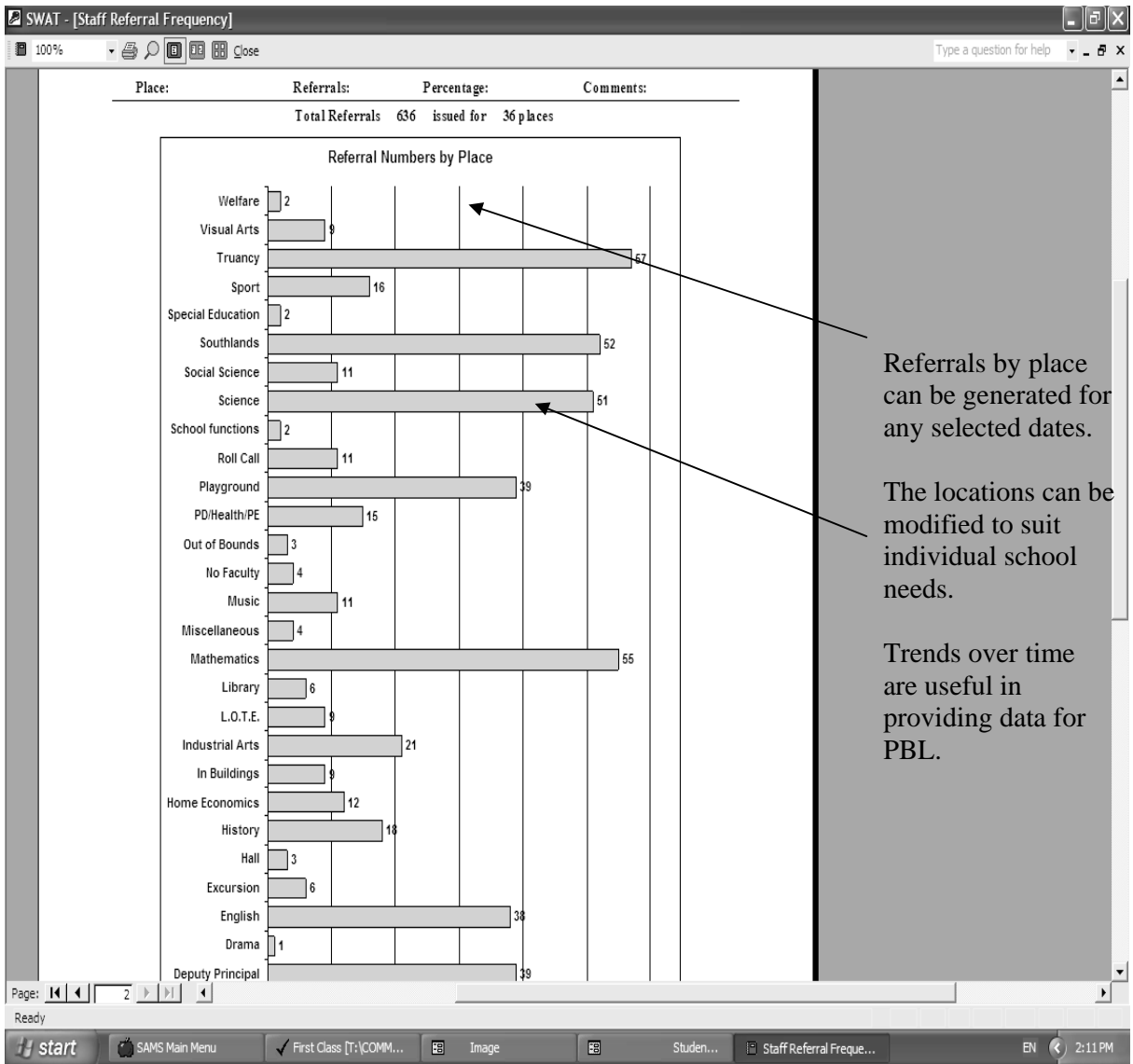
- SWAT is now **an integral part** of the welfare / discipline system at the school. Its use has been documented into the school Welfare and Discipline Policy which was revised at the end of 2006.
- **Student details** – address, contact numbers are easily accessible. Student photos can be linked to the database. There is a function to select a student’s first name only and look at photographs of all students with that first name – very useful for problems in the playground where teacher or student only has first name of trouble-maker.
- **Individual student reports** are excellent with a set of graphs summarising numbers of referrals, N Awards warnings, faculty notifications and suspensions as well as detail of each recorded incident. These reports can be generated for previous years.
- A **weekly SWAT report** is distributed to Head Teachers and Year Advisers. This contains a summary of referrals, N Award warnings, faculty notifications, suspensions, commendations. This has greatly improved communication across the school and has provided earlier welfare intervention.
- Year Advisers meet each fortnight with the Deputy Principal and examine and discuss a **Year Adviser Report** which has numbers of referrals, commendations, N Award warnings, suspensions, faculty notifications and formal cautions for their respective year for the previous 2 weeks. Decisions are made concerning placement on levels, parental contact, welfare support etc.
- There are a multitude of **group reports** which can be exported to an excel spreadsheet and manipulated further if required.
- **Executive reports** are passworded to be available to senior executive only detailing such things as comparison of referrals/commendations, referrals by location, individual teacher referrals
- **Letters** are easily generated including N Award warnings, suspension warnings, commendation, smoking, unsatisfactory classwork/behaviour, levels placement. Our communication with parents has been substantially improved.
- Our **merit system** is also recorded in SWAT – Year Advisers record attainment of particular stages in our merit system.
- Incidents of **bullying** can include details of not only the bully, but also the name of the victim. A range of reports and statistics can be obtained concerning bullying.
- **Regular academic reviews** are held for Years 10,11 and 12 utilising N Awards data from SWAT. Any students to be given an Unsatisfactory Participation in Learning expulsion warning can be done through SWAT.
- There is a **‘Diary’ function** which is designed for staff to record welfare information about specific students – used particularly by the HT Admin to advise staff about attendance issues.
- All **suspension** information and letters are generated from SWAT. The semester suspension return is automatically generated.

- JHS introduced PBL at the end of 2005. PBL is based several key ideas – one is that **data** is used to inform decisions about school discipline and welfare structures. SWAT has a multitude of ‘Group Reports’ which fulfil this need.
- Reports can be generated which show numbers of discipline referrals over any selected time period. This can be done for the whole school or selected year group(s). It is possible to compare a range of data from one year to the next.
- **Two new reports** have been added to specifically inform PBL – one which shows frequency of referrals by offence type and another which shows frequency of referrals by place (location). The names of locations can be modified to suit individual school needs. These are useful if ,for example, a particular range of offences (e.g.bullying) is being targeted for PBL or if specific locations of offences is the focus.
- If you are targeting some boys’ education strategies the reports display **male and female** breakdowns.
- At JHS behaviour in the **playground** was selected as the first target area for our PBL program. We could show after the first year that playground discipline problems had fallen and we could identify the types of offences that were the most prevalent.
- The data showed that “aggression” and “dangerous behaviour” were the most common playground offences. This led to the PBL team implementing a ‘Hands Off’ policy in the school. In this way the data is informing decision-making. Data collection will show whether this policy is being effective
- In our second year we have concentrated on the **explicit teaching** of our school expectations to our students– comparison data is showing a reduction in discipline referrals this year compared to 2006.
- Another essential element of PBL is that student success is **recognised and acknowledged**. We have a very effective merit system which SWAT has enhanced. SWAT allows us to easily identify students who have not been in any trouble – ‘Referral Free’ report. Every semester we identify all students in each year that are ‘referral free’ – we celebrate this with a BBQ during class time for each year group. Records are kept over time of students who remain referral free.
- **Examples** of a few of the reports which can be generated from SWAT are included.

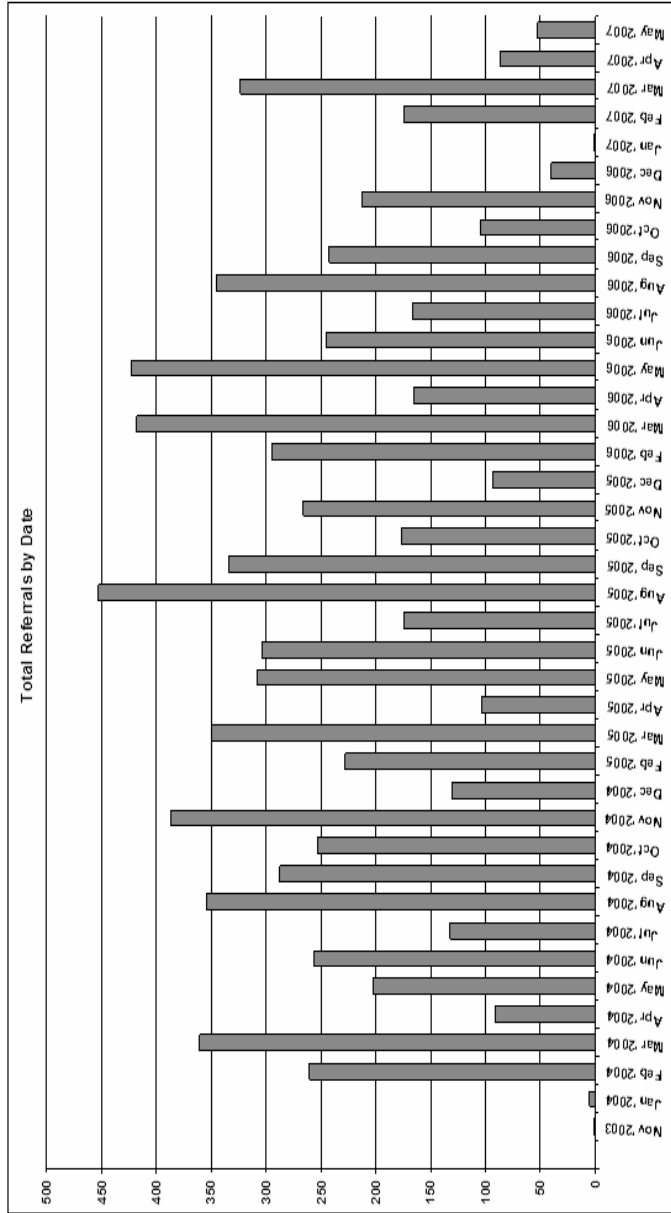
Problems encountered with SWAT

- **Access to computers** in staffrooms was an issue. Additional networked computers have been added to each staffroom to overcome this.
- **Training / in-servicing** of staff is crucial to a successful introduction. We started with Head Teachers and the welfare team. Time was spent during executive meetings, staff meetings, school development days. Training for new staff and regular updates are provided.
- Initially some staff were a little **over zealous** and recorded incidents that were fairly trivial. This needed to be remedied as we have a merit process for students who do not receive a referral each semester.
- **Consistency** in when to make a SWAT entry, when to refer an incident to a Head Teacher or Deputy Principal has been an area we have had to work on and procedures in making SWAT entries is now part of our Welfare and Discipline Policy.
- Almost all teachers have embraced the use of SWAT. Some have been less confident with computer technology than others. A few do not use it but they tend to be the teachers who rarely filled out referral forms in the older system.
- The program needs an **administrator** / expert to carry out some maintenance functions and to solve problems.
- **Casual teachers** are encouraged to record incidents in SWAT – either directly into the database or on a referral form for entry later– a teacher name *A.Casual* was added to teachers’ names

SWAT – more information website www.datadev.com.au



A number of different reports can show referrals by date, by specific year group for any selected period of time



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Jamison High School

Total Referrals of Students between 29/1/2007 and 7/5/2007

Distribution of Total Referrals By Term

Term	Total Referrals
T1	667
T2	98
T3	0
T4	0

Distribution of Referrals By Year

Year	Referrals
7	94
8	70
9	142
10	114
11	187
12	65

Referrals By Sex

Sex	Referrals
F	181
M	486

Referrals By Race

Race	Referrals
A	612
N	11

Total Suspensions between 29/1/2007 and 7/5/2007

Distribution of Suspensions By Term

Term	Total Suspensions
T1	40
T2	8
T3	0
T4	0

Suspensions By Year

Year	Suspensions
7	5
8	6
9	12
10	7
11	10
12	3

Suspensions By Sex

Sex	Suspensions
F	10
M	30

Suspensions By Race

Race	Suspensions
A	41
N	1

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Overall student statistics – these can be generated each term to show trends to executive and welfare team

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Jamison High School

Weekly Summary of Statistics from 30/4/2007 to 7/5/2007

Number of Commendations	0
Number N Award Warnings	40
Number of Absent Tuitances	15
Number of Referrals	20
Number of Suspensions	3
Number of Boultions	0
Number of Commendation Letters	0
Number of Faculty Notifications	20
Number of Students on Levels	13

Referrals by Faculty in Past Week

Faculty	Referrals
Spence	10
PRM/JLMOE	5
Hiltner/Jill	8
Lussner	1
Infusa/Jill/Rob	5
Hoot/Excavator	1
Hiltner	2
English	1
Bracke	20
Conner/Rob	5

N Award Warnings by Faculty in Past Week

Faculty	N Award Warnings
Wilton	1
Social Studies	8
Spence	17
Hiltner/Jill	5
Infusa/Jill/Rob	2
Hoot/Excavator	2
English	4
Conner/Rob	2

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Weekly SWAT Report
 –has 3 reports which are distributed to Head Teachers and Year Advisers.
 - provides a summary of all referrals, N Award warnings. faculty notifications and suspensions for the week