

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – MOOLOOLAH SS

### DATE OF AUDIT: 28 JULY 2014



#### Background:

Mooloolah SS is located 94 kilometres north of Brisbane in the North Coast education region. The school has been providing learning opportunities to the community since 1894 and currently has an enrolment of attendance 203 students from Prep – Year 7. The Principal, Michele Brown, was appointed in 2009.

#### Commendations:

- Reinvigorating the whole school approach by revisiting the Schoolwide Positive Behaviour Support (SWPBS) approach to build an engaging and positive approach to learning that enhances the achievement levels of student performance.
- Members of the committee are dedicated to ensuring a safe, supportive and disciplined learning environment.
- Teaching staff are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- There are some whole school systematic processes and procedures in place for the management of student behaviour such as the use of tickets and Gold Awards for acknowledging positive behaviour.
- There is a sense of wellbeing at the school among the parents, staff members and students. Students speak fondly of caring teachers and a caring school.
- Behavioural expectations in the classes are communicated and are evident in the behaviour of most students.

#### Affirmations:

- Students and staff members could recall the four school values of *Be Safe, Be Respectful, Be Responsible* and *Be an Active Learner* (4Bs).
- The Parents and Citizens' Association (P&C) is supportive of the behaviour management processes at the school.
- The Principal and others articulate a shared commitment to the management of student behaviour.
- The school has established ongoing partnerships with families, local businesses, government agencies and community organisations with the express purpose of improving student engagement.

#### Recommendations:

- Establish a schedule where the SWPBS committee meet regularly to reflect on the current processes and subsequent audit report to determine priorities for the development of agreed, whole school strategies for action. Enhance the implementation with regular staff member input and sharing of information.
- Develop a Professional Learning Plan to ensure that ongoing professional development for teachers and staff members are translated into effective and consistent practice in the classroom and that certain expectations are non-negotiable for consistency.
- Develop a whole school set of sequential steps of behaviour expectations for visual display in every classroom to ensure consistency.
- Develop clarity around what constitutes minor and major behaviours by engaging in regular robust discussions.
- Ensure the processes and protocols of entering positive, minor and major behaviour incidences of behaviour are implemented and the data is entered into OneSchool regularly.
- Use behaviour data for committee decisions with whole school, group and individual issues.
- Develop teaching staffs' ownership and data literacy skills by using the class dashboard. Teachers will use it in order to monitor student achievement, attendance and behaviour, independently and frequently.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork, as well as, displaying current student work, visually appealing posters and resources.