

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - MORANBAH EAST SS

DATE OF AUDIT: 27 MARCH 2014



Background:

Moranbah East SS is located in the Central Queensland education region. The school has a current enrolment of 698 students, of which 2.5 per cent of the student population is Indigenous and 4 per cent have English as an additional Language/Dialect (EAL/D). The Principal, Mrs Raylee Davies, was appointed to the school in 2012.

Commendations:

- School leaders are driving a culture of high expectations for attendance and behaviour for all students. These expectations are frequently communicated to students and parents.
- The respectful and caring nature of relationships is evident between all stakeholders and this is reflected in the positive way in which staff members, students and parents interact.
- Teaching staff members have in place effective positive reinforcement strategies, such as, the *Gotcha* reward system, to recognise appropriate student behaviours in the classroom and the playground.
- Inappropriate student behaviour is being consistently and effectively managed by teachers, well supported by the leadership team and regularly discussed with parents.
- The Principal and the two Deputy Principals play a significant role in the cultural leadership of the school.

Affirmations:

- The school is focused on preparing Years 6 and 7 students for the transition to high school through the nurturing of a strong relationship with the local high school. This includes *Days of Excellence* for Years 5, 6 and 7 students and a very detailed Junior Secondary transition program.
- *Know Your Kids* is a regular data discussion with teachers designed to map and monitor student progress. Student welfare and wellbeing are considered part of this process.
- The Pedagogical Coach gives teachers feedback on their routines and practices which assists in building the quality of teaching and student behaviour at the classroom level.

Recommendations:

- Continue to embed the new school rules as the foundation of the Schoolwide Positive Behaviour Support (SWPBS) approach. Build ownership of the school rules and ensure they become the reference point for staff members, students and parents on a daily basis.
- Continue the school wide approach to the explicit teaching of the school rules along with the *You Can Do It!* program.
- Continue to align class level and school wide reinforcement strategies through the consistent implementation of the whole school rewards system.
- Update the Responsible Behaviour Plan for Students (RBPS) to ensure it incorporates a research and evidence base approach.
- Establish a more strategic and systemic approach to the regular analysis of data to ensure an informed school policy and program development.
- Link individual teachers needs for development from the highly comprehensive professional development programs, teacher feedback processes and teacher profiling, with the school's Developing Performance Framework (DPF) process.
- Continue with planning for proactive programs, such as, *The Bucket Filling*, *Shine* and *Strength* programs for targeted groups of students. Consider the need for a program that builds resilience for students and supports social skill development in the lower school.