

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – MUNDOO SS

### DATE OF AUDIT: 10 NOVEMBER 2014



#### Background:

Mundoo SS is located 54 kilometres north of Tully, within the Far North Queensland education region. The school was opened in 1895 and has a current enrolment of 29 students from Prep – Year 7. The Principal, Kate Lardi, was appointed to the position in 2013.

#### Commendations:

- The Principal and school team are well respected and regarded amongst the school and wider community. There is a high level of parent and student satisfaction achieved in the Department's annual School Opinion Survey (SOS) data.
- Parents and Citizens' Association (P&C) representatives describe the opportunities provided to them in the development of the Responsible Behaviour Plan for Students (RBPS).
- The school rules: *Be Safe, Be Respectful, Be a Learner*, are known by staff members and students.
- Students review the school rules and expectations each term with their class teacher. This review is through a Power Point presentation and outlines in general terms the schools expectations.

#### Affirmations:

- To prepare senior students for Junior Secondary, termly transition days with the local secondary school have been implemented. A *Hot Shots* program has also been implemented for high achieving students and parent information sessions have occurred.
- P&C representatives describe the increased clarity and standards around behaviour that has occurred under the current leadership.
- Parents describe the proactive approach the school makes in contacting them when inappropriate behaviours have occurred to ensure they are fully informed of an incident.
- A Schoolwide Expectations Teaching Matrix has been developed and outlines expectations across different areas of the school.
- A behaviour flowchart is used to manage student behaviours. All students begin the day at *Ready to Learn* level and have a peg moved down to *Warning* then *Consequence* for inappropriate behaviour. Students can also move up the flowchart through the following stages: *Good Choices, Great Choices, Outstanding*.

#### Recommendations:

- Implement an A to E matrix for Effort and Behaviour, that is school specific, to assist teacher judgement when producing semester reports. A moderation process around this matrix will provide even higher levels of reporting accuracy.
- Ensure that professional development opportunities around behaviour are provided to staff members and that these opportunities are formally recorded in the school's Professional Learning Plan and staff members' Performance Development Plans.
- Ensure that the valued and efficient differentiated behaviour management strategies that are in place are formally recorded in teacher planning.
- Begin the process of ensuring OneSchool is used to report incidents of positive and inappropriate behaviours. Provide clarity amongst all staff members on when a OneSchool report must be made and produce procedures and protocols to guide the decision making on how and when these OneSchool entries will occur. Staff member training in the use of OneSchool is essential to this process.
- Review the playground monitoring and reward/consequence systems. Ensure that students are monitored at all times and that positive behaviours are rewarded and inappropriate behaviours recorded.
- Provide further opportunities for parents to participate in training/information on behavioural support and positive parenting strategies.