

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – MORETON DOWNS SS

DATE OF AUDIT: 15-16 OCTOBER 2014



Background:

Moreton Downs SS is located 46 kilometres north of Brisbane, within the North Coast education region. The school was established in 1995 and has a current enrolment of 720 students from Prep – Year7. The Principal, Brad Roberts, was appointed in 2014.

Commendations:

- The school implements the Schoolwide Positive Behaviour Support (SWPBS) framework and has a number of positively stated school wide expectations that are well known by staff members and students.
- The analysis of school behaviour data conducted by the Behaviour Support Consultant, provides a clear set of recommendations and intervention strategies to address identified behavioural issues.
- There is a whole school process for rewarding students who display appropriate behaviour. The use of *Orange Tickets*, *Worker of the Week* awards and *Student of the Week* certificates are used to recognise positive student behaviour.
- The high level engagement with outside agencies and organisations is enhancing parental and community links with the school.

Affirmations:

- There is consistency of practice and a commitment by teachers to the explicit teaching of appropriate behaviour. The weekly lesson plans and supporting resources, are used and regularly referred to by staff members.
- Positive, minor and major behaviour incidents are recorded on OneSchool by classroom teachers.
- The Junior Secondary Action plan includes opportunities for a successful Year 6 and 7 transition into secondary school. These include reciprocal visits of teaching staff, information sessions and transition days.

Recommendations:

- Develop clear and explicit flow charts to clarify procedures for managing student behaviour in the classroom and in the playground.
- Develop a consistent process and set of consequences for those students who have difficulty engaging with the school rules and behaviour plans.
- Provide regular opportunities for staff members to review the school's behaviour data provided by the behaviour support consultant, to identify trends and patterns in student behaviour and engagement and to review the effectiveness of school procedures and programs.
- Provide opportunities to engage the full range of parent and community representatives in reviewing and refining the school's approach to behaviour management.
- Ensure that agreed processes for managing student behaviour are clearly displayed in all classrooms to provide students with visual prompts to help improve behaviour and increase student engagement.
- Develop a program of professional development, to ensure that behaviour processes are consistently applied across the school.
- Continue to build classroom teachers' capacity to collect, analyse, interpret and act on student data in order to frequently and independently support students in terms of their behaviour and learning. Provide professional development that will raise teacher awareness of the full potential of the OneSchool class dashboard.
- Ensure that a Developing Performance Framework (DPF) is implemented and clearly reflects the school's explicit improvement agenda and staff members' professional learning needs.
- Develop and communicate a clear school wide target for attendance. Expand existing strategies and further develop existing roles, responsibilities and practices across the school for monitoring and supporting improved attendance.