

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- MACKAY NORTH SS

DATE OF AUDIT: 14-15 OCTOBER 2013



Background:

Mackay North SS was opened in 1915 and has an enrolment of 380 children. The current Principal, Mr Stephen Bobby, was originally appointed to the school as Deputy Principal in 2007 and has since been appointed as Principal in 2012.

Commendations:

- The Principal and Deputy Principal have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment.
- Teachers articulate great support for the Principal and Deputy Principal.
- The school has developed a *Communication Book* that is used extensively through the school. This book is sponsored by the Parents & Citizens' Association and highly regarded by parents.
- The *ABC of Emotions* is used to underpin the school's approach to behaviour management.
- The *Behaviour Accord* is used to induct new parents and students into the school. At enrolment, parents sign the *Behaviour Accord* to reflect their understanding and acceptance of the school approach.
- The *Green Form* is used to summarise the outcomes of a behaviour intervention. The Principal or Deputy Principal action these forms then scan and attach the *Green Form* into OneSchool as a permanent record.

Affirmations:

- Overall student behaviour is of a high standard.
- The Mackay Student Support team is used to support identified students as required.
- The behaviour stages of *Excellent, Gold, Silver* and *Bronze* are used to describe student behaviour. Teachers enter these levels in OneSchool as extracurricular activities each term.
- The rewarding of student success via awards, weekly certificates and classroom incentive programs is instrumental in recognising positive school behaviour.
- Individual behaviour support plans are developed for individual students.
- The school has developed partnerships including, an Indigenous elder Uncle Poi who implements the *Which Way – My Way* program, the Thies Company who will assist in developing the *Yarning Circle*, an Indigenous Homework program, Youth Information & Referral service (YIRS) and the *Rats of Tobruk* education program.
- The school implements the *What You Want to Be* program which provides a key focus for a three week periods. These concepts are used at assembly and are consolidated by classroom teachers.
- The school rewards positive student behaviour through invitation to major reward days in Term 4, a range of events are planned to accommodate the various levels of behaviour that students achieve.

Recommendations:

- Review the *Whole School Reward* program to ensure it continues to positively influence student behaviour. In particular, review the frequency and type of events that are planned for students.
- Consider reviewing the *Green Form* and how it is implemented within the school.
- Provide opportunities to engage the full range of parent and community representatives in developing the school's approach to behaviour management.
- Review the data collection process to ensure that the full range of behaviour incidents, including positive instances, are recorded, to allow a full analysis of the data to occur.
- Consider the development of a moderation process around behaviour and effort ratings to ensure whole school consistency of teacher judgments.
- Continue to provide professional development to all staff members to ensure behaviour management processes are implemented consistently within the school.
- Ensure the Professional Learning Plan identifies professional development opportunities for all staff members and the School Data Plan identifies the expectations related to behaviour data entry.