



## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - MUNDINGBURRA SS

**DATE OF AUDIT: 6-7 AUGUST 2014**

#### Background:

Mundingburra SS is located in Townsville, within the North Queensland education region. The school has been providing learning to the community since 1884 and has a current enrolment of 795 students from Prep – Year 7. The Principal, Lesley Pecchiar, was appointed in 2007.

#### Commendations:

- The school's learning culture is the product of a proud tradition of school achievement, high expectations and a caring learning environment.
- Students wear the uniform with pride and articulate an obvious pride in the school.
- The administration team and teaching staff work hard to maximise student engagement in classrooms with the effect of minimising student misbehaviour.
- Staff members have developed a clear understanding of expected behaviours.
- The school has implement Schoolwide Positive Behaviour Support (SWPBS) to improve consistency of behaviour expectations in classrooms and the school. The SWPBS committee, inclusive of parent representatives, meet on a regular basis and have produced an annual action plan aimed at renewal and revision of current practices.
- Classrooms are attractive and offer an inviting learning environment. There is a consistent focus on learning and the positive language teaching staff use to maintain the learning focus.
- Improving student attendance has been a key focus for the school and this has improved consistently over the last three years.
- School wide recognition systems, such as *Excellence Awards*, *House Points* and *Students of the Week*, are used to reward positive behaviours.

#### Affirmations:

- The Student Support Team case manages student learning supports, to ensure students experience success in their day to day learning.
- Teaching staff display a high level of passion and enthusiasm for their work. Expert teachers provide quality models of practice in aspects of the desired pedagogy at the school.
- The school sources support from a number of community and government agencies to enhance student wellbeing and engagement in school.
- Staff members have undertaken *Essential Skills for Classroom Management* and these skills are evident in all classrooms.

#### Recommendations:

- Develop a rubric to raise teaching staff's consistency in assessing student effort and behaviour on semester reports.
- Continue to raise teacher knowledge and the involvement of the Student Support Team to ensure the learning programs of all students with learning disabilities are suitably adjusted to maximise their access to learning.
- Review the school rewards system to ensure that frequency, distribution and transparency add to the consistency and effectiveness of these systems.
- Develop OneSchool databases as the single point of truth for collecting student achievement, intervention and behaviour information.
- Further develop teaching staff's consistency when accessing student profile information using the classroom dashboard for planning, assessment and differentiation.
- Continue to develop SWPBS to ensure the strategies generate the behaviours the school wants to see. Systematically identify, clearly communicate and reward the values that will strengthen the school's positive culture.