**Discipline Audit**

**Executive Summary – Macknade SS**

**Date of Audit: 17 July 2014**

**Background:**
Macknade SS was opened in 1893 and is located in the North Queensland education region. The school has a current enrolment of approximately 37 students. Current Principal, Peter Vigor, was appointed to the position in 2013.

**Commendations:**

- The school rules: *Be Safe, Be Responsible, Be Respectful*, are known by staff members and students.
- There are minimal behavioural incidents with a strong focus on teaching and learning. The result of this focus is evident in long term academic improvement data on NAPLAN assessment in students achieving National Minimum Standards (NMS) and high achieving students.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department’s annual School Opinion Survey (SOS) data.
- There is strong collaboration between the Small Schools’ Cluster in this area and the local secondary school. This is evidenced by the number of student visits to the local secondary school, along with visits to the school by a secondary school representative. These processes will ensure the smooth transition to Junior Secondary.
- The Responsible Behaviour Plan for Students (RBPS) has been reviewed with Parents and Citizens’ Association (P&C) representatives to ensure it reflects current practice at this school.

**Affirmations:**

- Behaviour Support Plans (BSP) are in place for a number of students. These plans are set into three sections: *Student’s Background, Defining the Problem* and *Strategies*. Parents speak positively about the support they and their children receive through the BSP implementation process.
- Staff members’ active supervision around the grounds when students are at play has been positively described by the student leaders. This supervision provides constant monitoring of expected behaviours at this school.
- A Junior and Senior class specific Effort and Behavioural matrix is in place to guide teacher judgement when reporting A-E achievement to parents.
- High quality evidence based information on effective behaviour and parenting strategies is delivered via the school’s newsletter.
- Parents have been provided with an opportunity to provide the school with written feedback on what they would: *Like More Of, Considerations, Stopped*, through a Traffic Light survey.

**Recommendations:**

- Build on the behaviour data gathering process and provide regular and formal opportunities to review the data captured through both *Coloured Gotcha* school reward processes and OneSchool data. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded. Share this data with the Parents and Citizens’ Association (P&C).
- Continue to implement the *You Can Do It!* (YCDI!) program, which promotes positive behaviour traits among students. This program is positively viewed by staff members, students and parents.
- Continue the school focus and promotion of attendance. Maintain the constant monitoring and analysis of termly attendance, as this has led to recent exemplary levels of attendance.
- Formally document the expected behaviours across all areas of the school ensuring that they reflect the high standards already evident. Timetable the delivery of explicit lessons around these expected behaviours. Explore the linking of these behaviour expectations with the YCDI! program.
- Explore the introduction of a playground folder to record inappropriate behaviours when students are at play. This will provide a point of truth for the various staff members rostered on playground duty.