

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – MILLAROO SS

DATE OF AUDIT: 30 JULY 2014



Background:

Millaroo SS is located approximately 70 kilometres south west of Ayr, within the North Queensland education region. The school was established in 1954 to meet the educational needs of families in the farming and pastoral industries of the area and has a current enrolment of 27 students from Prep – Year 7. The Principal, Erin Alloway, was appointed in 2014.

Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in July of 2013. The school's behaviour expectations have been revised to: *Match Respect; Match Responsible Choices; Manage my Safety; and Maintain Pride.*
- The RBPS includes a matrix of expectations to indicate how students can follow the expectations throughout the school. Staff members and students were able to articulate these school wide expected behaviours.
- The Principal and school community are driving a very positive approach to managing student behaviour by the implementation of the research-based *Kidsmatter* program and have enhanced the program for social and emotional wellbeing of students by the introduction of the *Program Achieve* initiative.
- The use of teacher aides to personalise learning for students in a multi aged school is a feature of the learning environment which students, parents and staff members comment very highly of, and is especially helpful for students at risk of disengaging from learning.
- There is an emphasis on the explicit teaching of expected behaviours at the beginning of the semester. Students are prompted to self-evaluate their own behaviours by matching to the school's expected behaviours.
- Positive behaviours are recorded in the classroom and playground, acknowledged on data walls and reinforced on school parades and newsletters on a regular basis.

Affirmations:

- Parents greatly value the recent developments in reinforcing the supportive and disciplined learning environment and display this support by being actively engaged in school community events.
- Students, parents and staff members greatly value the culture of approachable informality that is a feature of the school and is seen as an enhancement to open communication and sharing.
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students for the Junior Secondary transition in 2015.

Recommendations:

- Continue to further develop and embed the supportive learning environment of the school where behaviour expectations and processes to manage incidents of inappropriate behaviour are explicit and well understood by students, parents and staff members.
- Explore the further development of a common language and process that can be used by all teaching and support staff members to redirect students towards expected behaviours.
- Develop staff members' knowledge and usage of the class dashboard in relation to data analysis of major, minor and positive behaviours of students.
- Explore the alignment of the student awards system to match each of the four expected behaviours. Continue to make expected behaviours visible in classrooms and throughout the school environment.