

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - MARIAN SS

**DATE OF AUDIT: 29 AUGUST 2014**



#### Background:

Marian SS is located 26 kilometres west of Mackay within the Central Queensland education region. The school was established in 1886 and has a current enrolment of approximately 572 students from Prep – Year 7. The Principal, Peter Mandryk, was appointed to the position in 2013.

#### Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. The focus on positive behaviours is a feature of the behaviour program being implemented.
- The Principal has consulted exceptionally well with the Parents and Citizens' Association (P&C) to redefine the school's positive approach to managing student behaviour. The consultation process has provided parents with a very good understanding of the *Green Card* and *Traffic Light* system. Staff members have delivered a significant commitment to the program.
- Very high behaviour expectations are clearly evident at the school with all staff members, parents and students commenting on the high standards of behaviour and respect among the students.
- The school values are evident throughout the school and are based on three rules: *Be a Learner, Be Safe and Be Respectful*. These rules are taught from the point of view of what it *Feels Like, Looks Like and Sounds Like*.
- The inclusive practices of the school ensure all students are well supported.

#### Affirmations:

- Teaching staff acknowledge the positive impact of the *Green Card* and *Traffic Light* system, particularly in developing self-reflecting practice of their students.
- The daily starting point of *Ready to Learn (White)* allows all students to begin the day well.
- The *Up and Down* strategy ensures specialist teachers are able to contribute and ensures students understand that self-regulated behaviours are expected at all times.
- Teaching staff have developed individualised class systems that compliment the school system for example class dojo awards. These individualised systems reward positive student behaviour.
- The school is refining the use of school data to inform their practices in managing student behaviour both in OneSchool and through *Access*.
- The very clear process of recognising positive behaviours is well understood throughout the school community.
- Extensive planning has been undertaken in preparation for Junior Secondary in 2015. This includes scheduled visits from the local high school staff to talk to parents and students, as well as, Years 6 and 7 students spending a programmed day at the high school.

#### Recommendations:

- Develop a consistent approach to the acknowledgment of students with the *Green Card*.
- Implement a matrix to guide teacher judgement on the standards of Behaviour and Effort on student report cards.
- Consider designing a set of powerpoint lessons delivered by the Behaviour Management Team to complement the scheduled explicit teaching lessons of the rule of the week.
- Ensure the *Lesson of the Week* is consistently taught throughout the school in every classroom.