DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MARYVALE SS
DATE OF AUDIT: 5 NOVEMBER 2013

Background:
Maryvale SS is a two teacher school with 24 students Prep–Year 7 in the Darling Downs South West education region. The school celebrated its centenary in early 2013. The Principal, Ms Lynne Hubble, was appointed to the school in 2013 following a period of acting.

Commendations:
- In 2013, the Principal led a consultative process with parents, staff members and students resulting in the documentation of a comprehensive Responsible Behaviour Plan for Students (RBPS). The plan is explicit, detailed, evidence based and is available to all parents on the school website.
- The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour is crucial to achieving a safe, supportive and disciplined learning environment. There are examples of how data is used to optimise organisational arrangements resulting in improved behavioural outcomes.
- Staff members are entering details of behaviour incidents, both positive and inappropriate, into OneSchool. This data has proven to be invaluable in guiding decisions concerning actions and consequences for students who have not met the school’s behaviour guidelines.
- The school behaviour expectations of Be Safe, Be Respectful, Be Responsible, Be a Learner, are visible throughout the school, known by staff members, parents and students, and form a basis for all behavioural conversations (both positive and inappropriate).
- The Task Sheets on every student desk identify visual cues of positive learning behaviours, provide a system for immediate positive student feedback and are linked directly to Gotcha awards.

Affirmations:
- All staff members have been trained in the Essential Skills for Classroom Management (ESCM) and speak positively about the effectiveness of the training for maintaining a consistent approach across the school.
- The visiting Behaviour Management and Advisory Visiting teachers are providing a range of whole class strategies and support programs for individual students.
- The Principal is actively monitoring student attendance and utilising a range of support strategies to engage with the families to increase attendance for a very small number of students.
- The Principal is tracking and monitoring achievement, attendance and behaviour data to ensure improved student learning outcomes.

Recommendations:
- Continue to develop staff members capacity with agreed positive behaviour management processes to ensure consistency. A regular review of the ESCM training that was positively received by all staff members may form part of the ongoing positive behaviour professional development.
- Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Continue to engage with the specialist teachers available in the district for the range of positive behaviour support programs currently in place for some students.
- Continue to review school rules in explicit teaching lessons, at parade and in the newsletter.