

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – MARYBOROUGH SHS

DATE OF AUDIT: 3 JUNE 2014



Background:

Maryborough SHS was initially built as separate boys' and girls' grammar schools in 1881. These schools amalgamated in 1974 to form a co-educational high school. The school has a current enrolment of approximately 675 students. The Principal, Karen McKinnon, was appointed to the school in 2012.

Commendations:

- The school has been driving a strong approach to managing student behaviour based on the Schoolwide Positive Behaviour Support (SWPBS) framework for a number of years. This strategic process is led by the SWPBS Committee and an action plan has been developed to guide its implementation. A positive student behaviour expectation matrix, structured around the school's behavioural expectations, has been developed.
- The school's behavioural expectations, *Respect, Responsibility, Results*, are visible throughout the school, known by all and used as a basis for behavioural conversations both for positive and inappropriate behaviour.
- The school's approach to behaviour management focuses upon the development of positive relationships and is based upon a case management approach. Heads of Department (HODs) are aligned with specific form classes to manage student behaviour and welfare.
- A comprehensive range of student behaviour data is collected, analysed and communicated to all staff members on a regular basis.

Affirmations:

- A number of initiatives has been introduced to reward and acknowledge positive student behaviour. These initiatives include: merit points system, student and staff awards, positive postcards and the *Junior Secondary Reward* ceremony for academic achievement and excellence in effort.
- The whole school focus upon the implementation of The Art and Science of Teaching (ASoT) has resulted in the establishment of school wide non-negotiable classroom routines and procedures.
- A number of teachers have been trained as classroom profilers and these teachers provide feedback to colleagues about their classroom management.
- Pastoral Care classes and *Connect* classes, provide for the development of the social and emotional skills of students.
- Individual behaviour support plans have been developed for some students requiring targeted support and intervention.
- Specific programs are accessed for students at risk of disengaging from learning, for example, *Drumbeat and Shine, Safe Expression, Boot Camp* and *Peer Skills Mentoring program*.
- Comprehensive links have been formed with partner primary schools to ensure successful transitions for students particularly in preparation for Junior Secondary.

Recommendations:

- Continue to develop a positive learning culture reinforced by the development of standards of practice around behaviour, engagement and attendance. Ensure a consistent implementation of these standards in every classroom, every day, by every teacher, for every student.
- Explore strategic ways to further engage the wider school community in the supportive school environment; enhancing relationships, developing parent skills and strengthening the school's positive profile.
- Enhance the implementation of SWPBS through further development of the Tier 2 process.
- Continue to engage the teaching team in the school's pedagogical framework, ASoT, to ensure the implementation of consistent effective pedagogical practices that engage students and enhance student learning outcomes.
- Continue with the provision of professional development in *Essential Skills for Classroom Management* and Classroom Profiling to upskill staff members in effective behaviour management processes to ensure consistency of practice.