

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY – MALANDA SS

**DATE OF AUDIT: 10 - 11 NOVEMBER 2014**



#### Background:

Malanda SS is a co-educational primary school located in the hinterland of Cairns, within the Far North Queensland education region. The school has a current enrolment 330 students from Prep to Year 7. Seven students are supported by the Special Education Program (SEP). The Acting Principal, Andrea Manley, has been in the position since 2014.

#### Commendations:

- The Acting Principal has demonstrated significant leadership in refocusing staff members on the need for consistent whole school programs to support student learning and behaviour, during a period of change and uncertainty. This has provided a sense of solidarity and direction amongst staff members and students, and has provided an optimistic view of the school's future.
- The Schoolwide Positive Behaviour for Learning (SWPBL) process has been very well led by the SWPBL committee.
- The school has developed a set of positively stated school wide expectations based on the three principles of *Safety, Respect* and *Learning*. These expectations are well communicated and highly visible throughout the school environment.
- Students state that all staff members share a high level of care amongst the students and display a genuine interest in their learning, development and welfare.

#### Affirmations:

- The school positively recognises appropriate behaviours and achievement through a range of classroom based rewards. A whole school rewards system, *Moolah*, allows students to purchase items from a Prize Box. This reward system is proving to be very popular amongst students.
- The *Malanda Teaching and Learning Expectations* (T.A.L.E.) document describes clear expectations for teaching staff, in terms of the broad improvement agenda, for both learning and behaviour.
- The *Every Day Counts* initiative is reinforced with students and parents in the classroom and school newsletter to encourage attendance.
- The school is focused on preparing Year 6 and 7 students transitioning to high school through the nurturing of a strong relationship with the local high school. The program includes a very detailed transition program and information sessions for parents and students.
- There has been a low number of School Disciplinary Absences in recent years resulting from student inappropriate behaviours.

#### Recommendations:

- Develop more consistent staff member and student understandings of the consequences of inappropriate behaviour, as outlined in the school's *Where Will My Choices Take Me* chart.
- Expand teaching staffs' use of OneSchool to capture incidents of positive, minor and major behaviours, to give the school a more comprehensive and valid data set.
- Analyse behavioural data on a regular basis through the SWPBL committee.
- Consider the development of a broader range of proactive programs concentrating on the further development of students' self-esteem, social skills and resilience.
- Continue to provide a strong focus on the importance of high expectations with teaching staff, students, parents and the wider community. Consider further enhancement of extension programs.
- Further develop the school's strategies of addressing student attendance.
- Fine tune the rewards systems to help provide more immediate feedback to students. Consider lunch time privileges and clubs as part of this process to help keep older students motivated and involved.
- Develop strategies to help inform and upskill parents on how they can be true partners in their children's learning.