DISCIPLINE AUDIT
EXECUTIVE SUMMARY- MACGREGOR SS
DATE OF AUDIT: 21-22 AUGUST 2013

Background:
MacGregor SS is a Prep-7 school with a current enrolment of 1200 students. The student population is diverse and comprises of 424 students with English as a Second Language (ESL) and 55 students who are supported by the Special Education Program.

Commendations:
• There has been a gradual evolution of behavioural frameworks and policy over time at the school, which is aimed at building self-discipline and collective responsibility for school culture, as opposed to compliance and control. Clear links have been maintained to Peace Keeper Codes, which are embedded and valued by both staff members and students.
• The strong alignment of high expectations between parents, students and staff members leads to an outstanding school culture in terms of student behaviour and engagement.
• An outstanding culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the school’s behaviour expectations and processes.
• The school has a small number of positively stated school wide expectations and values, which are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
• The Principal and other school leaders have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment. They demonstrate a strong conviction that high expectations and student engagement are the key to improved student learning.
• The work of the Special Education Program (SEP) support team, including the Guidance Officer and the school Chaplain is to be highly commended in supporting a range of high need students and families.

Affirmations:
• Teachers use a wide variety of strategies at the classroom level to encourage and celebrate positive behaviour and student effort.
• Criteria for making judgements about behaviour standards from A-E have been developed by a Deputy Principal and teacher representatives, and shared with teachers in order to moderate consistency of behaviour marks in report cards.
• The development a school Student Leadership Policy and the training of student leaders and playground monitors by a Deputy Principal has enabled students to more actively impact on the school’s positive culture.
• Regular meetings between the Principal, School Chaplain and the Guidance officer, provide case management and resource support for high need students and planning for proactive programs.

Recommendations:
• Continue to build consistency of practice in relation to the new expectations matrix across all classes in the school and review resource support for the explicit teaching of the involved concepts.
• Clarify protocols and expectations for teachers in relation to explicit teaching of behavioural expectations; the use of OneSchool to track both positive and challenging behaviours and the process for implementing Individual Behaviour Plans.
• Develop a more systematic process involving the analysis of the full range of available data to support whole school planning and proactive intervention support.
• Engage all staff members in ongoing professional development in evidence based behaviour support strategies and interventions. Consider behaviour profiling to support teachers with high needs students.
• Continue to build the consistency of understanding of behavioural consequences for both students and staff members and ensure alignment of practice across school sectors.
• Continue to provide opportunities for parents to engage with the school’s revised philosophy and approach to behaviour support.