

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - MILMAN SS

DATE OF AUDIT: 17 SEPTEMBER 2014



Background:

Milman SS is located 34 kilometres north of Rockhampton, within the Central Queensland education region. The school was established in 1913 and has a current enrolment of 23 students from Prep – Year 7. The Principal, Shirley Francis, was appointed to the position in 2012.

Commendations:

- The Principal has led a significant cultural reform at the school in recent years, primarily focused on high expectations for student learning and behaviour for all students.
- The school provides a very supportive learning environment, including clarity about how students are expected to behave and engage in their learning. This is allowing the Principal and staff members to focus on the enhancement of teaching and learning pedagogy as a key aspect of the school's improvement agenda.
- Student goal setting has been introduced through the *Building Bridges Program*, which is encouraging students to aim higher and have more confidence in themselves as learners.
- Parents have expressed their strong support for the work of the Principal and other staff members.
- The Principal has implemented strategies that have led to a huge improvement in student attendance in the last two years through a focus on the concept that *Every Day Counts*.
- Teachers ensure that any disruptive behaviour is dealt with promptly and followed through consistently.
- The Principal provides collegial coaching conversations with staff members on a regular basis to support their skills in teaching and engaging students.

Affirmations:

- The school has a small number of positively stated school wide expectations that are clearly defined and embedded in practice. These are continually communicated and are evident in the behaviour of most students.
- The three school rules of *Be Safe, Be Respectful and Be Responsible*, are well known by students and staff members.
- The school uses a variety of strategies to reward students for appropriate behaviour on a daily, weekly and end of term basis. Awards are provided to students for attendance, effort and behaviour.
- All staff members have completed or have access to professional development and training in the Essential Skills for Classroom Management.

Recommendations:

- Continue to embed the behaviour processes systematically across the whole school to ensure its effectiveness and consistency over time. In particular consider how the explicit teaching of behavioural expectations and related values might be enhanced and resourced.
- Consolidate the consistency of language used in relation to redirecting students who are engaged in inappropriate behaviour.
- Refresh understanding of the new behaviour progression chart with students in the senior class.
- Continue to provide opportunities to engage parents in information sessions and workshops, which enhance parents' capacity to support their childrens' learning at home.
- Consider developing strategies to support the learning engagement of high achieving students through the use of distance education programs and Ed Studio resources.
- Align the school's Responsible Behaviour Plan for Students (RBPS) documentation with the new behaviour progression chart concept, as well as, acknowledging the research base for the whole school behaviour program.