DISCIPLINE AUDIT
EXECUTIVE SUMMARY – MOORE PARK SS
DATE OF AUDIT: 9 SEPTEMBER 2014

Background:
Moore Park SS is located 22 kilometres north of Bundaberg, within the North Coast education region. The school has been providing learning to the community since 2004 and has a current enrolment of 243 students from Prep – Year 7. The Principal, Ann McCullough was appointed in 2010.

Commendations:
- The Principal and school leaders are committed to establishing a rigorous, consistent, whole of school process for the management of student behaviour and engagement.
- School leaders are driving a strong positive school wide approach to managing student behaviour that is grounded in research and is evidence-based. The approach through the Schoolwide Positive Behaviour Support (SWPBS) has established a strong framework of behaviour expectations including: Respect, Safety, and Responsibility.
- The whole school systematic processes and procedures are excellent and provide clarity for the organisation of student behaviour, such as, the focus teaching of the values expected each fortnight.
- The school has focused explicitly on Essential Skills for Classroom Management. It is supported through professional development opportunities, the production of teacher flip booklets for quick reference, and incorporated in the school’s tracking and monitoring yellow slip process.
- A high priority is given to school wide analysis and discussion of systematically collected data on student behaviour. Data analyses consider the overall picture of school student behaviour, as well as, the behaviour of particular cohorts of students and individual students.
- The branding of Salty the Sea Turtle and the collection of Flippers for acknowledging positive behaviour is very engaging and valued by the entire school community.
- A strong culture of respect and caring relationships exist in the school community. Students and parents speak of caring teachers in a caring school.
- The process to record and monitor inappropriate minor behaviours inside and outside the classroom is succinct, manageable and meaningful.

Affirmations:
- Parents and community members demonstrate strong support of the school’s behaviour expectations.
- The process for a successful Year 6 and 7 transition into Junior Secondary, including reciprocal visits, specialised lessons and information sessions, has been established at the school.
- Staff members have Personal Development Plans aligned to the Developing Performance Framework (DPF).

Recommendations:
- Continue to develop clarity around what minor and major behaviours are through regular, robust discussions with a specific focus on minor behaviours.
- Develop an A-E rubric for Behaviour and Effort to develop and ensure consistency during a moderation process.
- Continue to develop teaching staffs’ understanding of appropriate learning behaviours, leading to enhanced engagement which will increase student achievement. Ensure differentiation of instructional tasks is appropriate for engagement in learning.
- To enhance students’ engagement and purpose for completing tasks, ensure teaching staff give regular written feedback that is meaningful and manageable.
- Continue to develop teacher ownership and data literacy skills by engaging in their own teacher dashboard audits. Teaching staff will be able to monitor their student achievement, attendance and behaviour, independently and frequently. Include targets and timelines in the school data plan.
- Develop a whole school set of sequential steps of behaviour expectations for visual display in each and every classroom to ensure consistency.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork, as well as, displaying current student work and relevant visually appealing artifacts.