DISCIPLINE AUDIT

EXECUTIVE SUMMARY - MOSSMAN SHS

DATE OF AUDIT: 13 AUGUST 2014

Background:
Mossman SHS is located in the Douglas Shire, within the Far North Queensland education region. The school was opened in 1974 and has a current enrolment of 575 students. The Principal, Deborah Kachel, was appointed in 1993.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours, including Be Safe, Be Respectful, Be a Learner.
- There is evidence of a strong commitment to the implementation of a model of Explicit Teaching.
- The school has a wide range of opportunities, programs and specialist personnel provided to student support programs including Parent and Community Engagement (PACE), Connect and Step Up.
- The school maintains a close working relationships with the Douglas Cluster of schools and has built a strong platform for the transition of Year 7 to Junior Secondary.
- Students have a strong community presence and the relationships between staff members are positive.

Affirmations:
- The school has undertaken a review of the Responsible Behaviour Plan for Students (RBPS) which is due for endorsement by the Parents and Citizens’ Association (P&C).
- The school has processes to positively recognise appropriate behaviours and achievement through its rewards system, which includes the Rewards Room, Postcards and the House Competition structure.
- The school has engaged staff members around Essential Skills for Classroom Management (ESCM) and engaged Resilient Youth Australia to support improved behaviour and engagement.
- A school wide target of 92 percent has been set for attendance and processes exist for monitoring and responding to student absences to achieve this target.
- There are a range of pathways in the senior school, supported by an appointed pathways officer.

Recommendations:
- Advance the re-engagement of all staff members and the community with Positive Behaviour for Learning (PB4L) and the revised RBPS in order to ensure the agenda is widely understood and actioned. Explicitly promote, apply and reinforce high expectations in the school’s approach.
- Further engage all members of the teaching team in the implementation of consistent and explicit behavior management practices and the explicit teaching of expected behaviours. Develop a class observation and feedback model to support the effective implementation of Explicit Teaching and PB4L.
- Expand existing strategies and further develop existing roles, responsibilities and practices across the school for monitoring improved school and class attendance and punctuality including the consideration of an electronic, real-time roll marking system.
- Enhance the shared understanding of processes for minor and major behaviours, referrals and the consistent recording positive behaviours in OneSchool.
- Revise the approach to staff members’ Performance Development Planning, creating strategic links with the school’s Explicit Improvement Agenda and Professional Learning Plan. Revise processes for regular monitoring and discussion of the plans to enhance developmental feedback and growth.
- Explore processes to improve school wide communication loops to provide timely feedback and enhanced coordination between key stakeholders in regard to complex case management, Individual Behaviour Plans and school disciplinary absence re-entry processes.
- Enhance the effectiveness and consistent application of the positive rewards system to improve recognition and credibility within the community.
- Develop an annual data review cycle, including short and long cycles of review, which measure and monitor the effectiveness of behaviour attendance improvement strategies.