

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - MARLBOROUGH SS

DATE OF AUDIT: 16 SEPTEMBER 2014



Background:

Marlborough SS is located 176 kilometers north of Rockhampton, within the Central Queensland education region. The school has been established in 1917 and has a current enrolment of 22 students from Prep – Year 7. The Principal, Meg Saunderson, was appointed to the position in 2012.

Commendations:

- The school leaders and teaching staff have developed a very safe, respectful, inclusive learning environment, which is evident in the behaviour of all students.
- Teaching staff take personal responsibility for maintaining the very positive tone of the school and engaging students in their learning. This has led to significant improvement in student learning in recent years.
- Despite having very few behavioural problems, the Principal and the teaching team have turned their attention to student attendance and effort to further support successful learning. There has been a great improvement in student attendance in the last two years through a focus on the concept that *Every Day Counts*. A letter is sent home by the Principal at the end of every term to inform parents of individual student and whole school progress against a 96 percent attendance target.
- There is very strong support for the leadership of the Principal and the teaching team from the school community. Parents need to be commended on the close, supportive relationships they have developed with school personnel and their desire to support their children in their learning. The positive, respectful school ethos is built on a strong alignment of values between home and school.

Affirmations:

- Communication between school and home is highly effective through the school website and newsletters.
- Students in Years 3 – 7 reflect on their personal effort and behaviour on a daily basis in a personal journal. This is supported with feedback from the class teacher and sent home to inform parents.
- An Effort and Behaviour Matrix is in place to guide consistency of teacher judgements on report cards.
- Teaching staff have not been involved in cluster planning for the implementation of Junior Secondary on a regular basis due to the remoteness of the school. Students need to live away from home to access Secondary education.
- Student behavioural data is regularly entered into OneSchool by staff members.

Recommendations:

- Consider the development and implementation of a school wide approach to the explicit teaching of school expectations, social skills and underlying values. This will not only help maintain the strong school ethos over time but help with the leadership and character development of students.
- Consider offering some parent information sessions for your highly supportive parent community and the option of a play group for Pre-Prep students to complement the school's *eKindy* program. These sessions could focus on a range of parenting strategies aimed at supporting student learning at home. Consider using Podcasts of these activities on the school website for parents who are unable to come to the school.
- Revisit the system for managing disruptive behaviours as outlined in the school's Responsive Behaviour Plan for teaching staff, students and parents in order to increase their awareness.