Discipline Audit
Executive Summary – Murray River Upper SS
Date of Audit: 22 July 2014

Background:
Murray River Upper SS is located in the Far North Queensland education region and has been providing learning opportunities to the community since 1904. The school has a current enrolment of 47 students from Prep – Year 7. The Principal, Kayte Gillinder, was appointed to the acting position in 2012 and to the permanent role in 2014.

Commendations:
- The school rules: Be Safe, Be a Learner, Be Respectful, are known by staff members and students.
- Staff members and Parents and Citizens’ Association (P&C) representatives describe the increased standard, support and clarity around behaviour that has occurred under the school’s current leadership.
- The Principal formally observes lessons so that feedback can be given to teaching staff regarding behaviour management and the implementation of the school’s pedagogical framework, with a view to ensure that all students are engaged in quality learning every day.
- Students describe the high level of student monitoring provided by staff members. This includes the number of staff members on duty at any one time, proactive movement amongst the school grounds and a number of lunch time activities offered.
- Classroom observations show a calm learning focused environment. This increased focus on learning has led to significant long term academic improvement data on NAPLAN assessment in students achieving National Minimum Standards (NMS).

Affirmations:
- A playground monitoring system is in place for recording minor inappropriate behaviours when students are at play.
- There is strong collaboration between small schools in the Ulysses Cluster and the local secondary school. This is evidenced by the number of student visits to the local secondary school and a detailed Junior Secondary Plan.
- Positive and inappropriate behaviours are recorded in OneSchool by some teachers and teacher aides.
- Students monitor their own performance around behaviour and attendance through individual data books.
- Teaching staff engage in professional development on behaviour management. The formal recording of this training in staff members’ Performance Development Plans provides further documented evidence of this training.

Recommendations:
- Continue to strongly promote attendance as a necessity to successful learning throughout the school and wider community. Provide parents with regular feedback on their child’s attendance with individual and whole school attendance targets to be regularly monitored and reviewed.
- Implement the school specific Behaviour Matrix. Formally document the expected behaviours across all areas of the school ensuring that they reflect the high standards that are evident. Timetable the delivery of explicit lessons around these expected behaviours.
- Regularly review and update the Responsible Behaviour Plan for Students (RBPS) to ensure that it reflects the current behaviour processes in place. Clarity through the RBPS around when a staff member must record incidents of positive or inappropriate behaviours in OneSchool to be part of this RBPS review.
- Introduce a whole school reward/consequence system to provide clarity for students and staff members on what steps to take when managing inappropriate behaviour and identifying students displaying expected behaviours.
- Continue the Positive Behaviour for Learning (PBL) approach to behaviour management as this approach has been well received by the school community.