

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - MAYFIELD SS

DATE OF AUDIT: 23 APRIL 2014



Background:

Mayfield SS is located in the Brisbane suburb of Carina in the Metropolitan education region. The school has a current enrolment of 342 students in Prep to Year 7. The Principal, Mr Doug Lange, was appointed in July 2004.

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground.
- The introduction of Schoolwide Positive Behaviour Support (SWPBS) has been instrumental in formalising student behaviour centered on the four rules of *Be Prepared, Act Responsibly, Work as a team and Show respect* (PAWS). All classrooms use the PAWS system to visually assist students to monitor and control their own behaviour.
- The school has successfully utilised the PAWS rules as the major focus for student behaviour management. The mascot, *Maynard the Mayfield Lion*, plays an important visual role in the posters and classroom charts displaying the four expectations. Students are regularly rewarded for meeting these expectations.
- Student leadership is an important aspect of the school with every Year 6 and 7 student having an active leadership role throughout a number of activities and programs.
- There is consistency of practice within the school in relation to the Responsible Behaviour Plan for Students (RBPS) and staff members feel well supported ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- The extensive grounds and facilities at the school have provided many areas of choice for students to play and interact safely with others. Lunch time clubs and alternative activities including *Game Zone*, creative arts, dance, technology, drama and gardening ensure student needs are supported.

Affirmations:

- Professional Development opportunities including the introduction of *Kagan Cooperative Learning – It's All About Engagement*, provides staff members with the skills to enhance student participation and the teachers' ability to cater for individual student needs.
- The school has developed a process where students are provided with a friendly reminder, a warning time out, a period of time in a buddy class and then if the inappropriate behaviour persists, an a visit to the office.
- The school is supported by a Chaplain, Guidance Officer and Behaviour Management personnel who are responsible for such activities as *Fun Friends, Friends for Life and Alternate Child Centered Education* (ACE) Program.
- Staff members are increasingly entering details of behaviour incidents and details of parent contact into OneSchool and have also increased the entering of positive interactions with students.
- All staff members have a current Performance Development Plan and these plans include requests for professional development related to the school's explicit improvement agenda.
- Teachers are given the opportunity to nominate their *Student of the Week*, for recognition on Assembly. These are very meaningful awards within the school and students strive to achieve them.
- Overall student behaviour is of a high standard and adopted strategies are working successfully.

Recommendations:

- Provide opportunities to engage the full range of parent and community representatives in developing the school's approach to behaviour management and school programs.
- Review the data collection process to ensure that both positive and inappropriate behaviour instances are recorded in OneSchool in order to allow a full analysis of student data to occur.
- Continue to enhance staff members expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.
- Review the school data plan so that the full range of student information, including attendance and behaviour, is reflected in the collection of data.
- Review the school's procedures for effort and behaviour ratings and comments on reports to ensure consistency across the school.
- Continue to enrich connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.