DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MACKAY SHS
DATE OF AUDIT: 26 - 27 MARCH 2014

Background:
Mackay SHS is located in Mackay in the Central Queensland education region. The school has a current enrolment of 1,014 students and in 2012 celebrated its centenary year. The Principal, Mr Steve Paulger, was appointed in July 2009.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- Staff members’ speak with pride about the school’s sense of collegiality.
- The school has set a whole school attendance target and is implementing actions to meet this target.
- Extensive work is being done with local primary schools to build partnerships and links towards the successful transition to Junior Secondary in 2015. There is a transition program in place providing opportunities for parents and students of the local primary schools to interact with staff of the high school.
- The school has Excellence programs in mathematics, rugby league, soccer, netball and show team which provide unique opportunities for student learning and development.
- There is a highly valued, diverse student population evident at the school.

Affirmations:
- The school has commenced a reward system in the junior school to recognise positive behaviour.
- Individual Behaviour Support Plans have been used by the school to target the individual needs of students.
- The school increasingly uses behaviour management data from the OneSchool Dashboard to create data informed classrooms.

Recommendations:
- Review the school’s Responsible Behaviour Plan for Students (RBPS) to ensure it is explicitly grounded in research and is evidence based.
- Develop a consistent approach for explicitly teaching expected behaviours to students.
- Review the role and time allocation provided for the Year Co-ordinators role.
- Review the school’s Data Plan to ensure there is a regular school wide analysis and discussion of systematically collected data on student attendance and behaviour. This data analysis should consider the overall picture of school student behaviour in order to evaluate the success of policies, procedures and programs to plan and enact a continuous improvement process.
- Continue to develop a common understanding of what constitutes high standards and clear expectations for behaviour, effort and attendance.
- Ensure that the behaviour and effort standards are consistently and rigorously applied and reported upon by all staff members.
- Include annual training in behaviour management skills for all staff members in the school’s Professional Development Plan to ensure behaviour practices are consistently applied.
- Explore strategic ways to further engage the wider school community by enhancing relationships and the school’s positive profile.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.