**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - MIDDLE RIDGE SS**

**DATE OF AUDIT: 16 SEPTEMBER 2014**

**Background:**
Middle Ridge SS is located in the city of Toowoomba, within the Darling Downs South West education region. The school was established in 1884 and has a current enrolment of approximately 870 students from Prep – Year 7. The Acting Principal, Craig Barron, has been in the position since 2014.

**Commendations:**
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a very strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school features a positive, calm and friendly environment where the focus is upon learning, with behaviour predicated on high standards and expectations. These high standards and expectations are continually communicated, celebrated and are an outstanding feature of the school environment.
- The seven school values of *honesty, respect, kindness, self-discipline, social justice, learning and co-operation*, are well known by all students and staff members. The values are clearly visible in classrooms, around the school environment and form the basis of conversations with students about behaviour and engagement. Explicit teaching and reinforcement of the seven values takes place in classes and on assemblies.
- The school has adopted Explicit Instruction as its pedagogical framework and this has strengthened consistency of practice in the routines for learning across the school.
- A strong culture of respect and caring relationships exists in the broader school community and teaching staff are held in high regard for their supportiveness and approachability.

**Affirmations:**
- The Parents and Citizens’ Association (P&C) endorse and are very supportive of the school’s Responsible Behaviour Plan for Students (RBPS). Parents express high levels of satisfaction and confidence in the school.
- The *Cool* awards, for demonstrating the school values, are highly valued by students.
- Teaching staff have received training in the *Essential Skills for Classroom Management (ESCM)*.
- Students express high levels of pride in the school and commonly rate the quality of teaching as one of the best features of the school.
- A range of differentiated behaviour practices and tailored early and sustained interventions are in place for students identified as requiring additional support.
- A clear flowchart of behaviour consequences has been developed and implemented across the school.
- The student services team meets on a regular basis to provide direct support and referral support for students in need.

**Recommendations:**
- Continually reinforce, support and celebrate staff members’ consistency of practice in maintaining and enhancing the culture of learning and safe disciplined environment that is evident in the school.
- Ensure there are clear school protocols for recording parent contacts, as well as, positive and inappropriate behaviours into One School which are to be consistently implemented by all staff members.
- Review the school Data Plan to ensure that there is regular school wide analysis and discussion of systematically collected data on student behaviour and attendance.
- Revisit the ESCM with teaching staff on an annual basis to help ensure that the appropriate behaviour skills and routines that promote learning at the school are integrated and embedded into teachers’ pedagogy.
- Consider regular profiling of teachers in functional behaviour analysis to help maintain teachers’ skills.
- Also consider the inclusion of formal training in the ESCM, particularly for beginning and returning teachers and all teacher aides.