DISCIPLINE AUDIT
EXECUTIVE SUMMARY – MURRAY’S BRIDGE SS
DATE OF AUDIT: 4 NOVEMBER 2014

Background:
Murray’s Bridge SS is located 12 kilometres east of Warwick, within the Darling Downs South West education region. The school was established in 1937 and provides education programs for a current enrolment of twelve students from Prep – Year 12. The Principal, Cheryl-Lea Jackson, was appointed to the position in 2001.

Commendations:
- There is a strong focus at Murray’s Bridge SS upon the development of a positive learning culture. Positive relationships have been developed between students, parents and staff members, with evidence of high expectations and high standards of student behaviour.
- The Principal and staff members are committed to establishing a safe, supportive, respectful, inclusive and disciplined school environment.
- The school’s behavioural expectations are based upon the collaboratively developed school rules: Be Safe, Be Responsible and Be Respectful. A School Wide Expectations Teaching Matrix has been developed and structured around the behavioural expectations. There are also clear processes for managing behaviour.
- The teaching of Civics has been incorporated into the curriculum for students at all year levels and this provides an avenue for communicating the school’s behavioural expectations.
- The implementation of the school’s pedagogical focus upon explicit teaching has enhanced student engagement and ensured consistent school wide teaching practices.

Affirmations:
- Parents are very supportive of the school’s positive approach to managing student behaviour and endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- A recent review of the school’s RBPS was a collaborative process reflecting staff member, student and parent input.
- Students are acknowledged for positive and appropriate behaviour. There is a frequent use of praise as a reinforcement for positive behaviour, in addition to reward activities and student camps.
- Year 6 students are well prepared for their transition to Junior Secondary in 2015.
- A data culture is being established with the recording of positive and inappropriate behaviours in OneSchool.
- The school has formed strong partnerships with families to enhance student engagement.

Recommendations:
- Further investigate strategies to increase student attendance. This could include further communication on attendance targets and monitoring school progress towards targets.
- Continue to develop the positive learning culture. Promote the school’s behavioural expectations through ensuring the expectations are visible in classrooms and all areas throughout the school.
- Consider the development of a matrix for the application of standards for Effort and Behaviour to guide teacher comments on report cards.
- Continue to develop the positive rewards system, including the Praise postcards. Consider closely aligning the postcards with the school’s behavioural expectations.
- Implement a program to facilitate the explicit teaching of the school’s behavioural expectations as identified in the School Wide Expectations Teaching Matrix.