DISCIPLINE AUDIT
EXECUTIVE SUMMARY – MABEL PARK SS
DATE OF AUDIT: 17 JUNE 2014

Background:
Mabel Park SS is located in the suburb of Slacks Creek in the South East education region. The school has 700 students enrolled across two unique campuses. Within the school population, 98 students identify as Indigenous and 79 students have been verified as students with disability. The Principal, Racquel O’Connor has been at the school since 2010.

Commendations:
- Teachers, students and parents report that there has been a noticeable improvement in student behaviour in recent years, due to the successful implementation of the Schoolwide Positive Behaviour (SWPBS) approach. This is supported by improvement in behavioural and student learning data.
- The work of school leaders and teachers is to be highly commended in terms of developing a positive school culture and supporting students that have a wide range of learning and support needs.
- The school has established a Wellness Centre which houses a number of staff members who contribute significantly to the welfare of students and their learning and engagement.
- The Guidance Officer, Welfare Officer, Chaplain, Indigenous Community Education Counsellor, Community Hub Leader and the mentors work very effectively as a team to support teachers in their efforts to engage all students successfully in their learning.
- Teachers have a range of effective strategies in place to reward and reinforce appropriate student behaviours in the classroom.
- Students who display high levels of challenging behaviour are being consistently and effectively managed. The support of Principal and Deputy Principals and other support staff are highly valued by teachers.

Affirmations:
- The role of the Student Support Services committee is very effective in monitoring and responding to the needs of students and their families.
- The introduction of the Community Hub Program in 2014 has the potential to provide an important link between parents the school and the community.
- The Principal is conscious of the co-dependence of pedagogy and student behaviour and has implemented a range of professional development opportunities for teachers.
- The investment in teacher mentors is an initiative which is building teacher capability in catering for students with a wide variety of learning and behavioural needs.
- The Mabel Park SS Facts and Figures Newsletters are highly effective in keeping staff members and parents aware of the school’s performance in relation to attendance, behaviour and success in meeting learning targets.
- The Flying Start Agenda of transitioning primary students to Junior Secondary has been actioned by the school through engaging with the Mabel Park SHS. This includes access to specialist lessons such as, English as an Additional Language/Dialect (EAL/D), science at the high school and Special Education transition planning. Information nights and school based presentations are also in place.

Recommendations:
- Keep building staff members’ capacity in terms of behaviour management through targeted professional development such as the Essential Skills for Classroom Management and Functional Behavioural Analysis.
- Continue to develop teacher skills in engaging all students in their learning, as part of the rollout of the school’s Pedagogical framework.
- Consider the involvement of the extension class teachers on each campus as part of your Watching Others Work strategy. This could continue to enhance the ability of teachers to engage all students in their learning and develop Higher Order Thinking skills.
- Continue to build consistency of SWPBS across all classrooms and consider a stronger focus on the Achieve and Team behaviour expectations.