DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MONTO SHS
DATE OF AUDIT: 2 – 3 SEPTEMBER 2013

Background:
Monto SHS opened in 1965 and offers a range of educational and alternate programs to support and engage students in learning. Current student enrolments include 158 students in Years 8–12. Since 2010, the school has been a participant in the Low Socio-Economic National Partnership (LSES NP) program. The current Principal, Mrs Kylie Cochran, was appointed to the position in 2013.

Commendations:
- The Principal and the school leadership team demonstrate a strong conviction that student engagement is a key to improved student behaviour, attendance and engagement.
- The school’s behaviour rules, formulated through School Wide Positive Behaviour Support (SWPBS) of: Be Respectful, Be Responsible, Be Safe and Be a Learner, are clearly visible throughout classrooms. These rules form the basis for a matrix of expected behaviours in the classroom and across the school.
- A comprehensive range of data has been strategically used to identify areas for improvement, inform direction setting and focus classroom teaching on quality learning outcomes.
- The Principal and the school leadership team have developed and are driving a positive approach to managing student behaviour. This has resulted in a school climate characterised by positive and respectful relationships.
- A deliberate and planned strategy of positive reinforcement of desired student behaviours is evident in most classrooms and supported by whole school recognition processes.

Affirmations:
- The Responsible Behaviour Plan for Students (RBPS) provides clear direction to all staff members to develop school wide shared responsibility for student management.
- The Parents and Citizens’ (P&C) Association endorse and support the current RBPS.
- A range of specialist services are available to students to support engagement in learning.
- The recently introduced explicit teaching of desired behaviours, through targeted lessons and class warm ups, provide a firm foundation for further development of a positive school culture.
- Most staff members ensure their behaviour interventions align with the stated school expectations for behaviour management.
- There is a clearly defined process to manage escalating student behaviours that supports student engagement and the effective implementation of the RBPS.

Recommendations:
- Create a Professional Learning Plan that systematically provides opportunities for staff members to develop their knowledge and skills in ensuring quality student engagement and the effective management of student behaviour.
- Provide opportunities for classroom teachers to interrogate data that identify behaviour trends and stimulate discussion on the effectiveness of differentiated behaviour intervention strategies.
- Develop procedures and protocols for entering positive and inappropriate student behaviour, and attendance data into OneSchool. Implement accountability procedures to ensure that the data is valid and reliable.
- Develop a range of consistent standards for making judgments when reporting on student effort and behaviour.
- Continue to enhance the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.