DISCIPLINE AUDIT
EXECUTIVE SUMMARY – MANGO HILL SS
DATE OF AUDIT: 10 SEPTEMBER 2014

Background:
Mango Hill SS is located 35 kilometres north of Brisbane’s CBD, within the North Coast education region. The school was established in 2012 and has a current enrolment of approximately 540 students from Prep – Year 7. The Principal, Tracy Egan, was appointed as the foundation Principal.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2012. A values driven agenda has informed the expected behaviours expressed as: Care for Yourself, Care for Others, Care for your Learning and Care for the Environment (4 Cares).
- The Schoolwide Positive Behaviour Support (SWPBS) committee is driving an agenda that is informed by an extensive examination of short cycle data sets that provides high levels of accuracy about current and developing trends across the whole school.
- The RBPS includes a matrix of expectations to indicate how students can display the expectations throughout the school. Staff members and students were able to articulate the expected behaviours and these are prominently displayed in classrooms and throughout the school.
- A significant feature of the learning environment is the diligence of staff members to rigorously implement the school practices that provide high levels of consistency to the learning environment for students. This consistency is evidenced by the 4 Cares being prominently implemented in all classes and play areas, a consistent redirection protocol throughout the school, and clear criteria for entries of minor, major and positive incidents of behaviours into OneSchool.
- The school uses some very innovative whole of school practices to enhance the supportive learning environment. These include vertically streamed Care Classes each week to progress the explicit teaching of expected behaviours, Circle Time every week to respond to trend data and the use of staff members to become mentors for students with complex issues at school.
- The Principal and Leadership Team are driving a very positive approach to creating a supportive learning environment and have a strong focus on the learning engagement of all students in the curriculum.
- The school is in contact with the local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Affirmations:
- Teacher Aides and other support personnel are skilled in the school’s practices and processes to keep high levels of engagement for all students, especially students with challenging behaviours.
- Staff members and parents describe positive stories of children with complex behaviours being intensively supported by school staff members and agencies engaged by the school to modify and adjust the curriculum to suit the learning needs of the supported student.
- Students who are in need of self-management support at recess times are able to access Play Plans which provides an array of interventions and activities to assist with their social skills development.
- Active Parents of the school enthusiastically speak of the great consistency across the school and how this has benefited their children’s success in learning.

Recommendations:
- Continue to embed the school’s comprehensive practices which are providing a well-managed and well-structured learning environment for the school.
- Continue the next step into Tier 2 SWPBS to enhance the interventions for at risk students.
- Consider extending the use of the matrix of effort to include using the criteria for student self-evaluation of their effort in engaging with the curriculum. This may well provide students with a tool to reflect on their levels of engagement in their own learning and provide a basis for goal setting.