

**DISCIPLINE AUDIT**  
**EXECUTIVE SUMMARY - MACGREGOR SHS**  
**DATE OF AUDIT: 4 APRIL 2014**

**Background:**

MacGregor SHS is located a 15 kilometres south of Brisbane city in the Metropolitan education region. The school has been providing learning to the community since 1969 and has a current enrolment of approximately 1,375 students. The Principal, Ms Karyn Hart, was appointed in 2002.

**Commendations:**

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. Staff members demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school's Curriculum Enhancement Program (CEP) is a strong feature of the school's agenda to meet the social, emotional and academic needs of all students.
- The unique work of teaching *Habits of Mind*, specifically to each year level, is providing an opportunity to educate and skill students for challenges they may face in the teenage years and adulthood.
- School leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- The newly introduced student leadership program is providing opportunities for students from all year levels to develop skills and experiences.
- School community members speak with pride about the school's significant cultural diversity, strictness of regulations for uniform and its strong sense of community.
- The school has targeted *Support Meetings* which link students to highly supportive intervention programs designed to meet their specific needs and to maximise their learning.

**Affirmations:**

- The Parents and Citizens' Association (P&C) endorse and support the school's Responsible Behaviour Plan for students (RBPS).
- Strong and consistent processes are evident in the school, when dealing with the formal aspects of communicating with students and parents, for example suspensions, attendance and uniform expectations.
- The school has a well balanced approach to quality teaching and learning and the development of the students' social and emotional needs.
- Expectations about students' behaviour is enhanced in many ways, including teaching expectations, and is supported by presentations at school assemblies, year level assemblies, daily roll classes, staff meetings, emails and newsletters.

**Recommendations:**

- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices that enhance student learning outcomes. Consolidate the positive attendance, behaviour and engagement trends through consistent professional practice.
- Continue to develop teachers' understanding of cultures and methods of communication to enhance student engagement and whole school morale.
- Consider developing a common understanding of what constitutes clear standards and expectations for behaviour and effort and ensure that these are consistently reported upon.
- Consider developing a set of common behaviour expectations that are explicitly taught, known and modelled by all school community members.
- Continue the planning and preparation to meet the needs of Year 7 students making the transition to Junior Secondary for 2015.
- Explore strategic ways to further engage the wider school community, enhancing relationships and the school's positive profile.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.