**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY – MOURA SHS**

**DATE OF AUDIT: 3 APRIL 2014**

**Background:**
Moura SHS is located in the Central Queensland education region and has an enrolment of 170 students from Years 8 to 12. The current Principal, Mr Garry Goltz, was appointed in 2010.

**Commendations:**
- The adoption of explicit instruction in 2012, followed by the systematic application of teaching strategies, has developed staff members’ depth of understanding about lesson design.
- Every student is aware, understands and can identify and discuss the explicit teaching lesson stages used by teachers. This knowledge provides an extraordinary synergy between teachers and learners. Students were able to talk about the *Warm ups, I do, We do, You do* and *Plough back* stages with an amazing degree of confidence.
- The improvement journey at the school has been underpinned by the development of a whole school set of specific behaviours and expectations. Students and parents are supportive of this focus which is evident in the improved learning environment at the school.
- Parents and students are strongly supportive of the improvement delivered by the high energy, highly positive and high expectations approach of the Principal and leadership team over the last four years.
- There is evidence of a very positive and explicitly structured teaching which is delivering quality learning outcomes for students in Junior Secondary.
- The school has formed a number of partnerships with local businesses and community organisations to deliver real life, authentic and engaging learning experiences.
- Staff members’ morale is high and the development of a reflective professional culture supports the many teachers that are beginning their professional careers and assists in developing strong pedagogical and behaviour management skills at this school.
- Students and parents appreciated the benefit of small class sizes and the close relationships developed with their teachers.

**Affirmations:**
- The physical appearance of the school grounds, building and facilities, reflects the positive attitude shared by all members of the school community
- The behaviour expectations of *Calm, Quiet and Courteous* are displayed in every classroom and are understood and enacted by both students and staff members.
- The school has introduced a comprehensive set of strategies to reward student effort and achievement raising student learning engagement. Monitoring of student attendance and progress is ongoing and systematic.

**Recommendations:**
- Continue to work with the community and local business to promote a culture in which students believe in their capacity to be successful.
- Continue to seek partnerships which recognise the talents of all students, particularly those in the cultural arts sector.
- Continue to support the needs of Indigenous students ensuring they have a culturally appropriate support process in place to successfully assist their engagement in learning.
- Continue to implement social emotional development programs to develop student resilience particularly with Junior Secondary students.
- Continue to raise awareness and student resilience in regards to bullying.
- Systematically reward and reinforce student positive behaviour choices. Monitor this process to target explicit teaching of desired student behaviours.