DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MARSDEN SS
DATE OF AUDIT: 29-30 JULY 2013

Background:
Marsden SS was opened in 1978 and has a current enrolment of 1025 students. The school has dedicated and professional staff members providing quality learning opportunities for the diverse range of students in their care. Marsden SS is engaged in School Wide Positive Behaviour Support (SWPBS) and has been a phase one participant in the Low Socio-Economic National Partnership (LSES NP) program. The Principal, Mr Kevin Leathwaite, was appointed to the school in 2007.

Commendations:
- The Principal, leadership team and staff members are united and passionately committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- The teacher professional learning community is characterised by a clear focus on student learning, shared norms and values, the effective sharing of practice and a willingness to engage in reflective dialogue.
- School behavioural expectations: Be Safe, Be Respectful, Be Responsible, Be a Learner, are visible throughout the school and are known by all staff members and students. These expectations form the basis for all preventive, supportive and corrective behavioural interventions.
- The Principal, school leaders and key staff have successfully conceptualised and implemented a series of innovative programs in response to the challenging behavioural needs of at risk students. Some examples include: the Achieving Results through Indigenous Education (ARTIE) Program, Launch into Life, Real Thing Café, The Radiance Project and the Homework and Breakfast Clubs.

Affirmations:
- The school is widely acknowledged across the community for its strong culture of respect, caring relationships and quality partnerships, which enable students to become successful learners.
- The Special Education Program (SEP) effectively meets the needs of students with a disability by adjusting curriculum, modifying pedagogy and manipulating classroom environments according to the specific needs of learners.
- There are many excellent examples of how data is used to enhance behavioural and attendance outcomes.
- Clarity about how students are expected to behave is enhanced by the explicit teaching of desired behaviour by all class teachers.

Recommendations:
- Continue to develop the capacity of all class teachers to use data and associated evidence to differentiate the curriculum, pedagogy and classroom environment for students with complex behaviour and learning profiles.
- Continue the use of appreciative inquiry as the tool to inform future school innovation in the areas of teaching, learning and behaviour management.
- Continue to enhance parents’ skills by delivering high quality evidence based training and information on effective behaviour strategies.
- Build upon the high expectations of student behaviour across the school to incorporate a clear focus on improved student engagement and academic achievement.