EXECUTIVE SUMMARY – MERINDA SS
DATE OF AUDIT: 22 APRIL 2014

**Background:**
Merinda SS is located in the North Queensland education region. The school has been offering learning to the community since 1898 and has a current enrolment of approximately 91 students. The Principal, Mrs Katie Cannell, was appointed in Semester 2, 2013.

**Commendations:**
- The school screens all Pre-Prep students using the *Barbara Brann Tracking Tool* to check for school readiness and subsequently develops academic and behaviour plans in areas where school readiness is not evident.
- The school holds a morning *Homework Centre* that is valued by the parent community as a way of ensuring that targeted differentiated homework is occurring.
- Teachers and school leaders are able to show evidence of numerous differentiation strategies that are in place to ensure academic, social and behavioural progression. These strategies are evident in whole school documents and teachers’ daily and weekly planning. All staff members can readily access these differentiation plans through class centred and playground folders.
- A number of data gathering and monitoring systems are in place at the school. Teachers talk of the use of data gathered through the *Class Dojo* rewards system.
- The school wide expectations, *Be Safe, Be Respectful* and *Be Responsible*, are known by staff members, students and parents. Student skillset around these expectations are further developed through the *FRIENDS* programme, Five Key Questions and the Magic 8.

**Affirmations:**
- The school’s consequence flowchart describes clear expectations and consequences for level 1, minor and major incidents of behaviours which teachers can clearly identify and explain.
- There is a detailed Junior Secondary Plan in place and *Care Coordinators* from the secondary school have begun weekly visits to support senior primary students making the transition.
- The school has a detailed Professional Learning Plan which includes the development of behavioural management skills for all staff members.
- There is a one page Behaviour Management Plan which encapsulates positive and preventative strategies to guide staff members’ decision making when faced with behaviour issues.
- A small number of students have a detailed and tailored Behaviour Correction Plans (BCP) or Responsible Behaviour Plan in place.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction data achieved in the Department’s annual School Opinion Surveys (SOS). This high regard has lead to a significant and consistent rise in enrolment numbers over a number of years.

**Recommendations:**
- Explore the production of formalised lessons based on the school wide behaviour matrix and document the delivery of the explicit teaching of these expected behaviours. This will strengthen the platform for a clear understanding for staff members and students, of expected behaviours, both in the classroom and playground.
- Continue to embed the school *Effort and Behavior Matrix* when reporting A to E achievement to parents. Add a formal and rigorous moderation process to ensure consistency of this reporting.
- Continue to embed and build on the highly valued and effective behavioural systems that have been implemented and developed at the school over a number of years as they are highly valued by the parents, students and staff members.
- Monitor the data interpretation ability of staff members through formal data meetings and professional development.