DISCIPLINE AUDIT
EXECUTIVE SUMMARY - BUNDABERG
SPECIAL SCHOOL
DATE OF AUDIT: 28 APRIL 2014

Background:
Bundaberg Special School provides educational programs for students with disabilities from Bundaberg and surrounding districts. The school was established in 1970 and currently has 115 students enrolled from Prep to Year 12. The Principal, Michael Brett, was appointed to the school in 2014.

Commendations:
• The school Leadership team and teachers have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. This environment is characterised by high expectations for all students and the consistent delivery of quality teaching and learning practices.
• The respectful and caring nature of relationships that is evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
• School leaders are driving an implicit behaviour improvement agenda through the enactment of the Schoolwide Positive Behaviour Support (SWPBS) Action Plan.
• The school has revitalised SWPBS to ensure most elements of Tier 1 are in place. As part of this process, the re-branding of the rules through the, Be the Three Ok, has significantly lifted the status, impact and visibility of SWPBS in the school.
• The school has a small number of positively stated school wide expectations that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
• Visual and other supports are provided to targeted students to ensure they are provided with the scaffolding they require to understand and access all elements of the behaviour support system.
• Appropriate student behaviour is positively reinforced through the implementation of sector and class reward systems. These systems are tailored to the age, ability and motivation of the students and recognise individual positive behaviours on a daily, weekly and school term basis.

Affirmations:
• The school rules are explicitly and consistently taught through the Rule of the Week focus. A set of whole school lessons and resources supports teachers to tailor teaching practices and enable all students to access learning associated with the school rules.
• The Behaviour Consequences Flowchart is improving the consistency of implementing consequences for inappropriate student behaviour.
• Teachers are recording positive behaviour incidents in OneSchool.
• The school is committed to developing the capacity of all staff members to confidently and effectively manage student behaviour through the provision of targeted professional development and training opportunities. A renewed focus on Non Violent Crisis Intervention and Classroom Profiling will further benefit staff members.
• School leaders are ensuring that behaviour support systems and the SWPBS approach are aligned with the school's Art and Science of Teaching (ASoT) pedagogical framework and the Developing Performance Framework (DPF).

Recommendations:
• Review the Responsible Behaviour Plan for Students (RBPS) through a consultative process involving staff members and parents. Ensure the plan is reflective of current behaviour support practices.
• Analyse 2014 SWPBS Effective Behaviour Support (EBS) and Schoolwide Evaluation Tool (SET) data to identify elements of Tier 1 SWPBS that are not fully implemented. Complete Tier 2 Readiness Checklist to determine the timing of SWPBS Tier 2 implementation.
• Develop a schoolwide system for the consistent collection and analysis of behaviour data. Utilise OneSchool dashboard to access whole school and sector behaviour data. Systematically analyse the range of data sets to identify behaviour trends and to monitor the effectiveness of intervention strategies.
• Revisit the definition of minor and major behaviours and develop a protocol for the consistent entering of minor behaviour incidents in OneSchool.
• Continue to refine the Behaviour Consequences Flowchart system to ensure consistency and alignment of practice across sectors, explicit links to minor and major behaviours and clear protocols for recording behaviour incidents in OneSchool.