

DISCIPLINE AUDIT
EXECUTIVE SUMMARY – RED HILL
SPECIAL SCHOOL
DATE OF AUDIT: 01 SEPTEMBER 2014

**Background:**

Red Hill Special School is located 5 kilometres west of Brisbane's CBD, within Metropolitan Region. The school has a current enrolment of 56 students with disability from Prep – Year 12 and 30 young children in the part-time Early Childhood Development Program. The Principal, Pam Stack, was appointed to the position in June 2005.

Commendations:

- The Principal and other school leaders have established a detailed, positive approach to managing student behaviour and maintaining a positive learning culture.
- The school has introduced three simple rules: *I Communicate; I Look, Listen and Learn; I make Good Choices*, that are visible around the school, presented to students in a variety of ways and known by staff members and parents. There are 3 Super Heroes linked to the rules and symbols to assist the engagement of the full range of students.
- Staff members are following agreed processes to routinely enter positive and inappropriate behaviour records in OneSchool.
- The school has a documented Professional Learning Plan, compiled from Developing Performance Framework (DPF) conversations, that includes communication and behaviour professional learning needs.
- Staff members and parents have taken eighteen months to develop the Responsible Behaviour Plan for Students (RBPS) to ensure all stakeholders know and support the school's approach to behaviour management.

Affirmations:

- School leaders have conducted classroom walkthrough video clips and teachers have viewed and discussed these in small groups to ensure consistent positive behaviour language and processes.
- Class teachers have used a PowerPoint of the three rules to introduce the behaviour expectations.
- The Principal and other school leaders actively monitor the behaviour and attendance data at whole school and individual student level and take timely action as required.
- One member of the Leadership Team has recently undertaken Non-Violent Crisis Intervention Trainer accreditation.
- The school has established strong partnerships with families, local businesses, government agencies and community organisations with the express purpose of improving student engagement.
- Staff members report that there is now a common language for establishing and maintaining positive learning across the school.

Recommendations:

- Provide all staff members with a range of regular behaviour professional learning, including Non Violent Crisis Intervention and clear induction for all new staff members, to ensure consistency of language and processes across the school.
- Maintain the current process of communicating identified or adjusted strategies for individual students to all staff members to ensure they feel confident and competent to support and engage the full range of students in the school.
- Continue to refine and document the agreed positive behaviour protocols and processes in the RBPS.
- Develop a group of digital resources to support the explicit teaching of the school's behaviour expectations.
- Clarify with staff members the point at which repeated low level behaviour should be recorded in OneSchool and review the fields for behaviour data collection to ensure that OneSchool is used accurately to monitor the effectiveness of the RBPS and inform changes to school responses.