DISCIPLINE AUDIT
EXECUTIVE SUMMARY – WESTERN SUBURBS SPECIAL SCHOOL
DATE OF AUDIT: 28 AUGUST 2014

Background:
Western Suburbs Special School is located 17 kilometres south west of Brisbane’s CBD, within Metropolitan education region. The school has a current enrolment of 155 students with disability from Prep – Year 12. The Principal, Peter McGill, was appointed to the school in 2004.

Commendations:
- The Principal and Leadership Team have established high expectations and clear standards of teaching, learning and behaviour for all staff members and students.
- The school has established three simple rules that are known by staff members, students and parents, are highly visible around the school and form the basis for all behaviour conversations.
- Staff members have a strong sense of collegiality and ongoing support that reflects the clear expectations of them, their commitment to agreed school processes and the highly visible leadership and support of the Principal and Deputy Principal.
- The school has embedded the You Can Do IT! (YCDI) strategy as the basis for explicitly teaching expected behaviour to the full range of students.
- All teachers are recording positive records and behaviour incidents in to OneSchool, following agreed procedures.
- There are a range of positive rewards in use, including, age-appropriate classroom awards, Gotchas and weekly assembly awards based on the YCDI. Teaching staff are differentiating these in response to the age, learning styles and motivation level of their students.
- A strong culture of respect and caring relationships exist in the broader school community.

Affirmations:
- All staff members have regular behaviour professional learning sessions on YCDI Non Violent Crisis Intervention and modelled introduction to the school’s behaviour processes at induction.
- The Guidance Officer and Parent Liaison Officer engage with individual families and small groups to assist families to link to outside agencies, follow through on government benefits, respite facility availability and support the social-emotional well-being of all family members.
- The school has established strategic partnerships with families, local businesses, government and community organisations, with the express purpose of improving student engagement.
- Developing Performance Plans for staff members include student engagement and behaviour refreshers in line with the Annual implementation Plan.

Recommendations:
- Routinely review the Responsible Behaviour Plan for Students (RBPS) with staff members, parents and students to ensure that all stakeholders know and support the school’s approach to positive behaviour support.
- Continue to provide all staff members with regular behaviour professional learning opportunities to maintain the consistency of language and processes.
- Maintain the regular review of the full set of academic, behaviour and attendance data to monitor the effectiveness of the school’s approach to behaviour management and the maintenance of the positive learning culture.
- Continue to follow individual student attendance patterns and take timely action as required.