DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GYMPIE SPECIAL SCHOOL
DATE OF AUDIT: 7-8 MAY 2014

Background:
Gympie Special School is a rural school located in the North Coast education region. The P - 12 school has an enrolment of 61 students with disability. The Principal, Barry Tarlington, was appointed to the school in 1996.

Commendations:
- School leaders and staff members are committed to ensuring a safe and supportive learning environment.
- The school has developed a range of partnerships with government agencies, businesses and community groups that has enhanced student learning opportunities.
- The school has a small number of positively stated school wide expectations that are visible in most classrooms, known by staff members and students and form a basis for all behavioural conversations.
- The school provides regular opportunities for parents and caregivers to attend parent sessions that include training in effective behaviour processes.
- Staff members have developed ongoing partnerships with local businesses and community organisations to financially assist the school to extend the range of educational resources to support curriculum implementation.
- Student achievement, effort and behaviour are recognised on a regular basis through the Student of the Week initiative.
- Individual Behaviour Support Plans are developed for targeted students who exhibit frequent inappropriate and challenging behaviours.

Affirmations:
- Teachers are beginning to record incidents of positive and inappropriate behaviour in OneSchool.
- Staff members have been trained in Non-violent Crisis Intervention and Essential Skills for Classroom Management. One teacher has been trained as a Classroom Profiler.
- The Rule of the Fortnight is identified on assembly and on the school sign.
- Teachers have a range of class reward systems in place to reinforce appropriate student behaviours in the classroom.

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.
- Further develop the whole school reinforcement system to recognise positive student behaviour across all settings on a daily, weekly and term basis.
- Develop a whole school consequence set for the consistent management of inappropriate student behaviour. Ensure teachers align class consequences for inappropriate behaviours with the whole school system.
- Define minor and major behaviours and develop a protocol for the consistent entering of inappropriate behaviour incidents in OneSchool aligned with these definitions.
- Develop a school wide system for the consistent analysis of behaviour data. Utilise OneSchool to access school, phase and class behaviour data. Systematically analyse the range of data sets to identify behaviour trends and to monitor the effectiveness of intervention strategies.
- Develop a set of whole school micro-lessons to support the consistent, explicit teaching of the school rules and expected behaviours. Ensure the lesson schedule enables emerging behaviour trends identified through behaviour data, to be addressed through the delivery of focused lessons on targeted behaviours.