

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - GEEBUNG SPECIAL SCHOOL

DATE OF AUDIT: 31 MARCH 2014



Background:

Geebung Special School is located in the northern suburbs of Brisbane in the Metropolitan education region. The school has a current enrolment of 98 students in P - 7 and an Early Childhood Development Program catering for 38 children from birth to five years. The Principal, Ms Catherine Byrnes, was appointed to the school in 2011.

Commendations:

- The Principal and other school leaders are to be commended for their strong commitment to the provision of a safe, supportive and disciplined learning environment based on Schoolwide Positive Behaviour Support (SWPBS) processes, for more than four years.
- The school has worked strategically with the local junior secondary special school to align their behaviour processes and ensure a smooth transition to Junior Secondary in 2015. There have also been leadership team swaps to support student transition.
- The school community has a strong shared understanding of behaviour expectations and parents and community members are regularly engaged in developing the school's approach to behaviour management. The Principal and other school leaders regularly review a range of OneSchool data to monitor the effectiveness of school wide programs, policies and practices.
- The school has a small number of positively stated, colour coded school wide rules of behaviour *Our Rule of 5*, that are highly visible, explicitly taught, widely communicated and embedded in practice. These positive behaviours are evident in the behaviour of most students.

Affirmations:

- Teachers and teacher aides have been trained in the *Essential Skills for Classroom Management* (ESCM) to establish consistent classroom management practices across the school.
- School leaders provide a wide range of parent behaviour support programs to meet the differential needs of individual families and groups of parents.
- Teachers are regularly recording behaviour incidents and positive behaviours in OneSchool and reflect on this data to inform changes to classroom teaching and learning.
- Staff members use a range of positive resources including, *Gotchas*, *Star Awards*, *Positive Postcards* and *wristbands*, to acknowledge students following *Our Rule of 5*.

Recommendations:

- Train key staff members in ESCM profiling and timetable regular classroom profiling to provide staff members with feedback to support and maintain consistency of classroom practices. The introduction of profile training that has been positively received by staff members and should form part of the ongoing behaviour professional development.
- Continue to routinely review the Responsible Behaviour Plan for Students (RBPS) through a consultative process involving staff members, students and parents. Ensure all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Continue to develop the skills of parents by delivering a range of high quality evidence based training and information on effective behaviour strategies.
- Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students and apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.