**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - NURSERY ROAD STATE SPECIAL SCHOOL**

**DATE OF AUDIT: 2 JUNE 2014**

**Background:**
Nursery Road State Special School is located in the Metropolitan education region and caters for 115 students with intellectual and other disabilities aged between 5 and 18 years. The school opened as Mount Gravatt West Special School in 1986 and was renamed Nursery Road Special School in 2009. The Principal, Shauna St George, was appointed in 2007.

**Commendations:**
- The Leadership Team and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment, characterised by high expectations for all students and the consistent delivery of quality teaching and learning practices.
- There is a respectful and caring nature of relationships evident between all stakeholders.
- The school's positive approach to supporting student behaviour is embedded in the *Universal Design for Learning Framework* and strongly aligned with the school's values of engage, relate and participate.
- Expected student behaviours have been clearly defined in relation to the school values through the *At Nursery Road, I Remember To Matrix*.
- The school has a small number of positively stated school rules that are visible throughout the school, continually communicated and are evident in the behaviour of students.
- Transportable visual and communication supports are provided to students to ensure they receive the scaffolding required to understand and access all elements of the behaviour support system.
- Appropriate student behaviour is positively reinforced through the implementation of class reward systems. These systems are tailored to the age, ability and motivation of students.
- The *Levels of Support* system clearly articulates the range of support students are provided with to manage their behaviour. Identified students in the *Red Zone* are provided intensive behaviour support through the enactment of Positive Behaviour Support Plans (PBSPs).

**Affirmations:**
- Processes for managing inappropriate student behaviour are identified and consistently implemented in classrooms. Most class systems are aligned with the whole school *Levels of Support* system.
- Teachers are collecting individual student behaviour data which is used to design individualised intervention strategies.
- Targeted students with intellectual impairment and autism have been supported to increase their engagement in learning and on task instructional time through the establishment of specialised classes.
- Protocols on the recording of behaviour incidents have been developed.
- Teachers are entering positive behaviour incidents in OneSchool.

**Recommendations:**
- Expand the positive behaviour support committee, comprising staff members and parents, to implement an explicit behaviour improvement agenda through the enactment of a behaviour action plan.
- 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.
- Fully implement the *Learning Our School Rules* strategy to ensure the consistent teaching of the school rules across the school. Expand the lessons to include expected behaviours in the *At Nursery Road, I Remember To Matrix* and develop a set of whole school resources to support the delivery of lessons.
- Explore the implementation of a whole school positive reinforcement system to enable all staff members, in all settings, to frequently reward appropriate student behaviour.
- Revisit the protocols associated with minor and major behaviours to ensure the consistent entry of minor behaviour incidents in OneSchool by all staff members.
- Develop a school wide system for the consistent collection and analysis of behaviour data. Utilise the OneSchool dashboard to access whole school and sector behaviour data. Systematically analyse the range of datasets to identify behaviour trends and to monitor the effectiveness of intervention strategies.
- Continue to build the capacity of staff members to support student behaviour through targeted professional development aligned with Performance Development Plans (PDPs) and the school’s Learning Plan.