

**DISCIPLINE AUDIT****EXECUTIVE SUMMARY – ROSELLA PARK SCHOOL****DATE OF AUDIT: 7 OCTOBER 2014****Background:**

Rosella Park School was established in 1969 and is located in Gladstone, within the Central Queensland education region. The Prep to Year 12 school for students with a disability has a current enrolment of 70 students. The Principal, Katie Russ, was appointed to the position in 2012.

**Commendations:**

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to meeting students' learning goals.
- The school has developed a set of three positively stated school wide expectations: *Show Respect, Be Positive* and *Remain Safe*. These expectations are communicated through a variety of ways in classrooms and outside buildings.
- The school has an ongoing commitment to pedagogy through the Dimensions of Teaching and Learning and Explicit Teaching.
- The school adopted Tier 1 of Schoolwide Positive Behaviour Support (SWPBS) in 2008.
- Staff members are effectively using across the school a range of proactive reward systems, such as the *Acknowledgement Tree*, linked to *End of Term Reward*, class and individual reward systems.
- A Traffic Light System has been embedded across the school to assist students visually, in terms of least to most intrusive behaviour monitoring.
- The embedded whole school Developing Performance Framework (DPF) approach adopted for staff members includes reviews involving the Leadership Team.

**Affirmations:**

- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for Students (RBPS).
- The school has made community links with businesses, agencies and governmental departments to build parent and community capacity and improve student engagement. Examples include Senior Transition Programs, government agencies such as Child Youth and Mental Health Services, My Time, 123 Magic and Triple P Stepping Stones.
- The implementation of the communication symbol lanyards and associated support strategies for the classroom and other environments has ensured students are provided with the scaffolding required to communicate their needs and feelings.
- Teaching staff observation and feedback is undertaken by trained staff using Classroom Profiling, Excellence in Collegial Coaching and Watching Others Work (WOW).
- The school has developed a series of explicit behaviour teaching episodes focussed on the school expectations for each juncture: early, middle and senior years.

**Recommendations:**

- Determine Tier 2 Readiness Checklist to consider the timing of SWPBS Tier 2 implementation.
- Consider revisiting the minor and major incidents of behaviour matrix and the most effective means of collecting this data.
- Continue to build classroom teachers' data literacy skills by linking electronic school systems on OneSchool and the class dashboard to record, analyse and act on student data in terms of their attendance, behaviour and learning.
- Further analyse the range of data sets, including minor and major behaviour, classroom profiling and SWPBS Surveys to identify behaviour trends and monitor the effectiveness of intervention strategies.
- Deepen the explicit behaviour teaching episodes focused on the school expectations and link in the analysed incidental data for targeted teaching for each juncture.
- Continue to build on the self-reflective practices of the school's coaching model to deepen the feedback opportunities for teachers and teacher aides to build capability.
- Maintain the parental training and information on locally available effective positive parenting courses.

