

# DISCIPLINE AUDIT EXECUTIVE SUMMARY – MACKAY DISTRICT SPECIAL SCHOOL DATE OF AUDIT: 7 OCTOBER 2014



## Background:

Mackay District Special School was opened in 1989 and is located in Mackay, within the Central Queensland education region. The Prep to Year 12 school for students with disability, has a current enrolment of approximately 85 students. The Principal, Sheina Treuel, was appointed to the position in 2010.

## 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 improved student learning.
- The school has developed a set of three positively stated school wide expectations: *Make Good Choices, Be Respectful* and *Stay Safe*. These expectations are communicated through a variety of ways in classrooms.
- The school has an ongoing commitment to pedagogy through the Explicit Teaching and Classroom Instruction that Works.
- The school improvement agenda is strengthened through distributive leadership and the school's *Toolkit* approach.
- Staff members are effectively using a range of proactive reward systems across the school such as Positive Certificates and class reward systems to affirm behaviour, attendance and effort success and recording these in OneSchool.
- The embedded whole school Developing Performance Framework (DPF) approach adopted includes reviews involving the Phase Leaders and Leadership Team.

## Affirmations:

- The school has refreshed Tier 1 of the Schoolwide Positive Behaviour Support (SWPBS) in 2013.
- The Parents and Citizens' Association (P&C) have endorsed the school's Responsible Behaviour Plan for Students (RBPS).
- Community links have been established with businesses, agencies and governmental departments to build parent and community capacity and improve student engagement such as: *Men's Shed, Life without Barriers Life Stream, Triple P Parenting Stepping Stones* and *Management of Young Children Program (MYCP)*.
- The school has 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.
- The *KidsMatter* program has been introduced to support wellbeing of student, families and staff members as the resilience program to deepen the SWPBS framework.
- Teacher observation and feedback is being undertaken using the *Growth Model* and *Classroom Learning Walk-Throughs*.

## Recommendations:

- Determine the Tier 2 Readiness Checklist to consider the timing of SWPBS Tier 2 implementation.
- Consider revisiting minor and major incidents matrix and the most effective means of collection.
- Further analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies and feedback cycles to staff members.
- Consider expanding the branding of the expectations signage in the pathways to classrooms to increase the consistent message of the three expectations.
- Develop explicit behaviour teaching episodes focused on the school expectations and use incidental data for targeted teaching for each juncture: early, middle and senior years.
- Continue to build staff members' capacity to support student behaviour through targeted professional development that is aligned with DPF by considering the cycle of Non-Violent Crisis Intervention, Team Teach or Classroom Profiling to deepen proactive practices.
- Continue to engage parents and empower them with relevant training and information on locally available effective Positive Parenting Courses.