

DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MUDGEERABA
SPECIAL SCHOOL
DATE OF AUDIT: 29 JULY 2014

**Background:**

Mudgeeraba Special School is located on the Gold Coast, within the South East education region. The school was established in 1982 and provides educational programs for 153 students with disabilities from Prep – Year 12. The Principal, Colleen Hope, was appointed in 2004.

Commendations:

- The school has implemented and embedded most elements of Schoolwide Positive Behaviour Support (SWPBS) Tier 1.
- There is a respectful and caring nature of relationships evident between all stakeholders, reflected in the positive way in which staff members, students and parents interact.
- The school has a small number of positively stated school values that are highly visible throughout the school environment, continually communicated and evident in the behaviour of students.
- Appropriate student behaviour is positively reinforced through the implementation of whole school and class reward systems. These systems are tailored to the age, ability and motivation of the students and recognise individual positive behaviours on a daily, weekly and school term basis.
- The implementation of the communication matrix and associated support strategies for all students has ensured students are provided with the scaffolding required to communicate their needs and feelings.
- Through a range of parent support, training programs and specialist support roles, the school actively seeks ways to support student behaviour and build family capacity through partnerships with government agencies and community organisations.

Affirmations:

- School leaders and the SWPBS Committee are driving an explicit behaviour improvement agenda through the enactment of the SWPBS Action and Annual Implementation Plans.
- The school values are being explicitly taught through the non-contact schedule, utilising a whole school set of lessons tailored to the age and ability of students across the school.
- Visual and other supports are provided for targeted students to ensure they are provided with the scaffolding they require to understand and access all elements of the behaviour support system.
- Students who exhibit complex and challenging behaviours are provided with a range of internal and external supports through the enactment of Positive Behaviour Support Plans. This process is being enhanced to align with La Vigna's *Institute for Applied Behaviour Analysis (IABA)*.
- Teachers are using individual student behaviour data to design individualised intervention strategies.

Recommendations:

- Further Analyse 2014 SWPBS Effective Behaviour Support (EBS) and School Wide Evaluation Tool (SET) data to identify elements of Tier 1 SWPBS that are not fully implemented. Complete Tier 2 Readiness Checklist to determine the timing of SWPBS Tier 2 implementation.
- Enhance the consistent teaching of expected values and behaviours through a common behaviour expectation of the week focus. Ensure alignment between the delivery of values lessons delivered by non-contact teachers, with ongoing reinforcement, and incidental learning scaffolded by class teachers.
- Develop a clear, whole school system for the consistent management of inappropriate behaviours, ensuring that class systems align with the whole school system.
- Revisit the definition of minor and major behaviours and develop a protocol for the consistent entering of minor behaviour incidents into OneSchool.
- Develop a school wide system for the consistent collection and analysis of behaviour data. Utilise the OneSchool dashboard to access whole school behaviour data. Systematically analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies.
- Continue to build staff members' capacity to support student behaviour through targeted professional development that is aligned with Developing Performance Plans including *Non-Violent Crisis Intervention* training, *Essential Skills for Classroom Management* and *Classroom Profiling*.