DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MARYBOROUGH SPECIAL SCHOOL
DATE OF AUDIT: 15-16 JULY 2014

Background:
Maryborough Special School is located adjacent to Hervey Bay in the North Coast education region. The school was established in 1972 and currently has an enrolment of 77 students with disabilities from Prep – Year 12. The Principal, Susan Omar, was appointed in 2011.

Commendations:
- School leaders and staff members are committed to ensuring a safe and supportive learning environment.
- Respectful and caring relationships are evident between all stakeholders. This is reflected in the positive way in which members, students and parents interact.
- The school has a small number of positively stated school wide expectations that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- Staff members and parents express a very high degree of support from the Leadership Team through the consistent enactment of the school’s Responsible Behaviour Plan.
- Students are supported to engage with the school rules and key school routines at the start of each year through the consistent implementation of the Getting to Know You unit.
- Visual and other supports are provided to targeted students to ensure they are provided with access to all elements of the behaviour support system.
- The school has developed a range of partnerships with government agencies and community groups that has enhanced student engagement and learning opportunities.

Affirmations:
- The school has implemented most elements of Schoolwide Positive Behaviour Support (SWPBS) Tier 1.
- The school has a current and community endorsed Responsible Behaviour Plan. Parents are generally aware and supportive of key elements of this plan.
- Positive student behaviour is reinforced through the implementation of a range 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 and weekly basis.
- Most teachers are entering positive behaviour incidents into OneSchool.
- A staff member has been trained in Functional Behaviour Analysis (FBA) and assists staff members to identify behaviour support needs for individual students.
- Students who exhibit inappropriate behaviours are supported to better regulate their behaviour through a range of support and monitoring strategies. Formalising this process through the enactment of Individual Behaviour Support Plans will ensure alignment of support mechanisms.

Recommendations:
- Implement a renewed focus on SWPBS through the enactment of a SWPBS Action Plan driven by Effective Behaviour Support (EBS) and School Wide Evaluation Tool (SET) data.
- Revisit the explicit teaching of the school rules to ensure consistent practice across the school. Consider the introduction of a rule or behavior of the week to support students to understand and relate to the rules.
- Revisit the definition of minor and major behaviours and develop a protocol for the consistent entering of minor incidents in OneSchool aligned with these definitions.
- Develop a school wide system for the consistent collection and analysis of behaviour data. Utilise OneSchool to access whole school and sector behaviour data. Systematically analyse the range of data sets to identify behaviour trends and to monitor the effectiveness of intervention strategies.
- Continue to build the capacity of staff members to confidently and effectively support student behaviour through targeted professional development aligned with Developing Performance Plans including Non-Violent Crisis Intervention training, Essential Skills for Classroom Management and Classroom Profiling.