

**DISCIPLINE AUDIT  
EXECUTIVE SUMMARY  
BEENLEIGH SPECIAL SCHOOL  
DATE OF AUDIT: 27 AUGUST 2014**



**Background:**

Beenleigh Special School is located in Beenleigh at the northern end of the South East education region. The P - 12 school has a current population of approximately 78 students with disability. The Principal, Roselynn Anderson, was appointed to the school in 2007.

**Commendations:**

- The Principal and school leaders are driving a positive approach to managing student behaviour following Schoolwide Positive Behaviour Support (SWPBS) processes. The school is beginning Tier 2 training and activities.
- The school provides all staff members with regular professional learning opportunities in behaviour management to maintain consistency of approach.
- There is a range of ongoing partnerships with families, local businesses, government and community agencies, with the express purpose of improved student engagement.
- The SWPBS team routinely reviews a range behaviour and attendance data to monitor whole school and individual learning behaviour.
- There are four simple rules: *Be a Listener, Be a Word User, Be Safe, Be Fair* that are visible around the school, known by staff members, students and parents, and referred to in a variety of ways.
- Class teachers are explicitly teaching the behaviour expectations daily, and differentiating their behaviour strategies for individual students, as required.

**Affirmations:**

- The school has developed a bank of digital resources to support the regular explicit teaching.
- Some teachers are entering positive records in OneSchool, including weekly awards on assembly.
- Teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The school provides new staff members with an induction process that includes the SWPBS processes to assist them to maintain school behaviour processes.

**Recommendations:**

- Clarify and document the point at which minor behaviours need to be recorded in OneSchool to ensure accuracy of data-driven decisions to take timely action for individuals and groups of students and routinely monitor the effectiveness of the school's behaviour processes.
- Develop protocols and procedures for staff members to enter positive learning behaviours in OneSchool.
- Collaboratively determine agreed consistent steps to respond to inappropriate behaviour, including a whole school simple visual poster, and implement across the school. It is important that once published, all staff members follow through these steps.
- Maintain the range of regular behaviour professional learning for all staff members, including Non Violent Crisis Intervention and Essential Skills for Classroom Management.
- Routinely review the Responsible Behaviour Plan for Students (RBPS) with staff members, parents and students to ensure that all stakeholders know and support the school's approach to positive behaviour support.