DISCIPLINE AUDIT
EXECUTIVE SUMMARY
CLAREMONTE SPECIAL SCHOOL
DATE OF AUDIT: 3 JUNE 2014

Background:
Claremont Special School was established in 1978 and is located in Ipswich in the Metropolitan education region. The school provides educational programs for 107 students with disability from P - 12. The Principal, Trish Thiedeman, was appointed to the school in 2010.

Commendations:
- The school has implemented and embedded most elements of Schoolwide Positive Behaviour Support (SWPBS) Tier 1 and is positioning to move into SWPBS Tier 2.
- 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 respectful and caring nature of relationships is evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- The school has a small number of positively stated school expectations 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 consistent implementation of whole school and classroom reward systems. These systems recognise individual positive behaviours on a daily, weekly and school term basis.
- 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. These plans are aligned with students’ Individual Learning Plans.
- The school has invested in building the capacity and confidence of staff members to support student behaviour through the delivery of targeted professional development and training including, Essential Skills for Classroom Management, Active Supervision and Non-Violent Crisis Intervention training.
- The school actively seeks ways to enhance student engagement and build family capacity through partnerships with government agencies and community organisations.

Affirmations:
- The school expectations are being explicitly taught through a whole school sequence of lessons tailored to the age and ability of students across the school sectors. An extensive set of resources supports the delivery of these lessons.
- The Leadership Team and SWPBS committee analyse SWPBS and minor and major behaviour data sets, to identify whole behaviour trends and to implement support strategies to meet identified needs.
- Teachers are using individual student behaviour data to design individualised intervention strategies.
- Staff members’ and students’ expectations has been clearly defined in Student and Staff Expectation Matrices.
- Protocols on the recording of behaviour incidents have been developed.
- Teachers are entering positive behaviour incidents in OneSchool.

Recommendations:
- Narrow and sharpen the explicit behaviour improvement agenda through the development of a condensed SWPBS Action Plan that is widely communicated with staff members and parents.
- 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.
- Collaboratively develop a whole school consequence set for the consistent management of inappropriate student behaviour. Ensure classroom consequences align with whole school system.
- Continue to build parent awareness of and familiarity with the school's behaviour policy, by frequently unpacking the school expectations, rewards and consequence sets via a range of communication modes.
- Revisit the protocols associated with minor and major behaviours to ensure the consistent entry of minor behaviour incidents in OneSchool by all staff members.
- Extend behaviour data analysis by utilising the OneSchool dashboard to access whole school, sector and class behaviour data. Use data to identify behaviour trends and to monitor the effectiveness of intervention strategies.