DISCIPLINE AUDIT
EXECUTIVE SUMMARY – TOOWOOMBA WEST SPECIAL SCHOOL
DATE OF AUDIT: 2 SEPTEMBER 2014

Background:
Toowoomba West Special School is located in the western suburbs of Toowoomba, within the Darling Downs South West education region. The school has a current enrolment of 75 students with disability P-7 and 26 part-time students in the Early Childhood Development Program. The Principal, Lea Formigoni, was appointed to the school in 2005.

Commendations:
- The Principal and other school leaders have re-established a Schoolwide Positive Behaviour Support (SWPBS) approach to managing student behaviour and maintaining a positive learning culture.
- The school has a documented Professional Learning Plan, compiled from the Annual Implementation Plan (AIP) priorities and Developing Performance Framework (DPF) conversations that address communication and professional learning needs.
- Staff members and parents have taken 12 months to redevelop the school’s vision, values and reach a consensus on three simplified behaviour expectations, Safety, Responsibility, and Respect, to ensure all stakeholders know and support the school’s approach to behaviour management.
- The SWPBS team, with staff member and parent representation, are completing the Behaviour Expectations Matrix, the explicit teaching cycle and resources ready for implementation in 2015.
- A parent representative communicates regularly with the wider parent community to maintain their understanding of, and agreement with, SWPBS processes.

Affirmations:
- The school has worked closely with the local senior special school to share behaviour, curriculum and pedagogy and support the successful transition of students from the primary special school to Junior Secondary.
- Staff members are recording some positive records and all inappropriate behaviours on a proforma and a teacher aide is entering this data into OneSchool.
- The Deputy Principal is a trained Classroom Profiler. Some teachers have volunteered to be profiled and receive constructive feedback on their classroom behaviour management.
- Key staff members have completed Tier 1 SWPBS training and report back on action planning in staff meetings on a regular basis.

Recommendations:
- Transition the recording of positive and inappropriate behaviour records in OneSchool to staff members once the protocols and procedures have been clarified.
- Introduce regular classroom profiling to provide another form of consistent practice across the school.
- Clarify and document the point at which repeated low level behaviour should be recorded in OneSchool and review the fields for behaviour data collection to ensure that OneSchool is tracking student behaviour data accurately to monitor the effectiveness of the RBPS and inform changes to school and individual student responses.
- Continue to develop the bank of digital and hands on resources to support the explicit teaching of the school’s revised behaviour expectations.
- Continue to provide all staff members with regular behaviour professional learning opportunities, including clear induction for relief and new staff members, to ensure consistency of language and processes across the school.
- Maintain the process of communicating identified or adjusted strategies for individual students to all staff members to ensure they feel confident and competent to support and engage the full range of students in the school.