DISCIPLINE AUDIT
EXECUTIVE SUMMARY – MITCHELTON SPECIAL SCHOOL

DATE OF AUDIT: 17 SEPTEMBER 2014

Background:
Mitchelton Special School was established in 1971 and is located in the western suburbs of Brisbane, within the Metropolitan education region. The Early Childhood Development Program and Prep to Year 12 school for students with a disability has a current combined enrolment of 175 students. The Principal, Wayne Wilkinson, was appointed in 2003.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has developed a set of positively stated school wide expectations: Safe and Supportive; Kind and Considerate; Look and Listen; Accept and Respect; and Responsible (Mitchie 5). These expectations are communicated through a variety of ways in classrooms and throughout the school.
- The school has adopted and has been implementing Schoolwide Positive Behaviour Support (SWPBS) since 2011.
- Staff members are effectively using a range of innovative and proactive reward systems such as positive student of the week certificate, Gotcha awards and the Mitchie Photograph Tree to affirm positive behaviour and effort success.
- The embedded whole school Developing Performance Framework (DPF) has been adopted with staff members and includes a review involving the Leadership Team.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorses the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has made links with local businesses, as well as, governmental departments and agencies to build parent and community capacity and improve student engagement. Examples include My Time, Triple P, community fundraising and senior transition days.
- The school has developed the Student Behaviour Intervention Flowchart to determine Tiers of Support for students, staff members and families.
- Staff members are effectively using across the school a range of resilience programs for students, such as Alert Program, This Way Up, Sand Play and Red and Green Choices.
- Some positive, minor and major incidents of student behaviour are being recorded in OneSchool.

Recommendations:
- Continue to build classroom teachers’ data literacy skills by developing the electronic school systems on OneSchool and Class Dashboard to record and analyse student data in terms of their attendance, behaviour and learning.
- Build on the school wide system for the consistent collection and analysis of behaviour data on OneSchool. Systematically analyse the range of data sets for minor and major behaviour incidents to identify behaviour trends and monitor the effectiveness of intervention strategies and link to incidental teaching episodes.
- Build on the explicit teaching Cool Tools resources as class timetabled expectations of the Mitchie 5.
- Consider completing Tier 2 Readiness to determine the timing of SWPBS Tier 2 implementation.
- Continue to build staff members’ capacity to support student behaviour through targeted professional development that is aligned with the DPF to revisit Essential Skills for Classroom Management, Team Teach and Classroom Profiling.
- The school has an ongoing commitment to pedagogy, researching the overarching pedagogical framework it will adopt for 2015
- Continue to provide parents with relevant training and information on locally available effective positive parenting courses.