

**DISCIPLINE AUDIT
EXECUTIVE SUMMARY
MOUNT OMMANEY SPECIAL
DATE OF AUDIT: 26 AUGUST 2014**



Background:

Mount Ommaney Special School was opened in 1992 and is located in Brisbane, within the Metropolitan education region. The Early Childhood Development Program and Prep to Year 12 school for students with disability, has a current enrolment of approximately 139 students. The Principal, Susan Christensen, was appointed in to the position in Term 3, 2014.

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.
- Staff members are effectively using a range of proactive reward systems across the school such as, *Positive School Designed Certificates* and class rewards for students nominated by the class teacher to affirm behaviour and effort success.
- The embedded whole school Developing Performance Framework (DPF) approach adopted with staff members includes regular annual reviews involving the Leadership Team.
- The strong and embedded links with businesses, agencies and governmental departments to build parent and community capacity is evidenced by: *Intensive Interaction*, Regional Showcase 2014 winner *Song Room Drama Program*, *Complete Performance Solutions Gymnasium Program*, *My Time* and *Mens' Shed*. These programs are innovatively enhancing student engagement.

Affirmations:

- The Parents and Citizens' Association (P&C) endorsed the school's Responsible Behaviour Plan for Students (RBPS).
- The school has implemented feedback processes for staff members utilising Classroom Profiling by a trained staff member, as well as, Classroom Observations and video sessions to link with the Intensive Interaction Program via Skype with the United Kingdom to build staff capacity.
- Systemic data collection of student learning engagement is readily captured, analysed and reviewed by staff members for all students.
- The implementation of the communication support strategies and assessment collection has ensured students are provided with the scaffolding required to communicate their needs and feelings.
- Communication systems are in place to inform the community as part of their Parent and Community Engagement Framework such as the school's website, newsletter and social media.

Recommendations:

- The school is in the process of reviewing their school wide expectations.
- Revisit the whole school system for the expectations matrix, ensuring that school and class systems align.
- Enhance the explicit behaviour teaching episodes to include the reviewed school expectations as appropriate from early childhood to seniors. Ensure alignment between the delivery of expectation lessons delivered by all staff members, with ongoing reinforcement and incidental learning scaffolded by teaching staff.
- Continue to build classroom teachers' data literacy skills by linking electronic school systems to OneSchool and Class Dashboard to record, analyse and act on student data in terms of their attendance, behaviour and learning.
- Consider Tier 1 Schoolwide Positive Behaviour Support (SWPBS) training in Term 4, 2014.
- The school has an ongoing commitment to pedagogy researching the overarching pedagogical framework it will adopt in 2015.