Executive Summary - Redland District Special School

Date of Audit: 17 October 2014

Background:
Redland District Special School was opened in 1924 and is located in the South East region with a current enrolment of approximately 124 students. The Principal, Jenny Hart, was appointed to the position in 2002.

Commendations:
- The school’s behaviour expectations: *Wait, Listen, Share, Communicate* and *Ask for Help*, are formed around the belief that all students need to be supported in their learning. These expectations are visible in every class and all teaching staff highlight these expectations throughout the day.
- The school positively recognises appropriate behaviours and achievements through the *Student of the Week* award and through cleverly thought out individual class awards.
- The school actively seeks ways of engaging the community to ensure a positive relationship exists, for example, *Stepping Stones* program, *My Time, Mothers Dinner* and *Fathers Dinner*.
- Staff members speak with pride about their school. Their commitment to all students is clearly evident in the tailored programs designed to ensure all students achieve.
- The school uses a distributive strategic leadership approach to address the school’s improvement agenda.

Affirmations:
- The school has a strong commitment to Schoolwide Positive Behaviour Support (SWPBS) as the primary approach to student management. The strategic formation of the Positive Behaviour Team is active in establishing routines across the school.
- The Functional Assessment completed on students with challenging behaviours by the Parent Support Officer.
- The school offers professional development to all staff on the *Stepping Stones* program.
- The school places a priority on enhancing the skills of all staff members in Non Violent Crisis Intervention strategies (NVCI).
- The *More Support for Students with Disabilities* (MSSWD) program has broadened teacher aides’ knowledge and enhanced their skills.
- The Parent and Citizens’ Association (P&C) is very supportive of the behaviour management processes of the school.

Recommendations:
- Review the Behaviour Management Plan through a consultative process involving staff members, students and parents. Ensure that all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Develop a consistent manageable approach to capture class relevant data on student behaviour deemed minor that is to be entered into the extensive OneSchool behaviour database. This will enable effective strategies to be identified in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teaching staff and students to create an optimum learning environment.
- Consider aligning the *Students of the Week* award with the very clear behavioural message of the week.
- Continue to raise staff member awareness of the Essential Skills for Classroom Management (ESCM). These skills align well with the positive approach to managing student behaviour.