

DISCIPLINE AUDIT EXECUTIVE SUMMARY NARBETHONG STATE SPECIAL SCHOOL DATE OF AUDIT: 16 JUNE 2014



Background:

Narbethong State Special School is located in the suburb of Buranda in the Metropolitan education region. The school provides educational programs for students with visual and other disabilities in P - 12 from all areas of Brisbane. The school was established in 1963 and has a current enrolment of 65 students. The Principal, Anne Nystrom, was appointed to the school in 2010.

Commendations:

- The respectful and caring nature of relationships that is evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- Staff members are highly committed and dedicated to supporting the holistic needs of every student. A strong sense of team exists, as does a culture of warmth and openness.
- The school Leadership Team and staff members are committed to ensuring a safe and supportive learning environment. This environment is characterised by high expectations for all students and the consistent delivery of quality teaching and learning practices.
- The richness of the learning experiences and the unique *Active Learning* pedagogical approach maximises student engagement and significantly reduces the incidence of inappropriate student behaviour.
- The implementation of *Communication Profiles* and associated support strategies has ensured all students are provided with the scaffolding required to communicate their needs and feelings. Students' being empowered to communicate has resulted in them being less likely to express their frustration through inappropriate behaviours.
- Staff members are highly reflective on their teaching and learning practice and how it impacts on each student's behaviour. Challenging student behaviour is addressed in the first instance by identifying how teaching practice could be adjusted to better meet the needs of the individual student.

Affirmations:

- The school's positively stated school rules of: *Be safe* and *Be a learner*, are embedded in the practice of staff members and evident in the behaviour of all students.
- Staff members positively reinforce student engagement and behaviour through immediate feedback in the form of verbal praise and/or touch. Positive student learning is also recognised through access to preferred activities and fortnightly awards and certificates that are celebrated in the school's newsletter.
- Classes containing more able students have classroom rules, tailored systems to positively reinforce individual student behaviour and consequences for inappropriate behaviours.
- Staff members are entering positive behaviour incidents in OneSchool.
- The school actively seeks ways to maximise support to students through strong partnerships with government agencies, medical specialists and community organisations.
- School leaders and staff members are committed to building the capacity of parents through connecting families with external supports and through the *Friends of Narby* initiative that enables parents to learn from each other and from the knowledge and skills of staff members and guest speakers.

Recommendations:

- Collaboratively review the Responsible Behaviour Plan for Students (RBPS) to ensure the school's unique approach to supporting student behaviour is captured in the document. Use updated plan to induct new staff members and parents.
- Ensure mechanisms for supporting the behaviour of targeted students are formally captured in Individual Behaviour Support Plans using a consistent template across the school.
- Further build the capacity of staff members to effectively and confidently support student behaviour through targeted professional development aligned with Developing Performance Plans.
- Explore ways to enhance the awareness of and engagement of targeted more able students with the school rules as the foundation for incidental learning opportunities linked with behavioural choices.
- Couched in terms of the unique school context define minor and major behaviours. Develop a clear protocol for the consistent entry of minor and major behaviour incidents in OneSchool.
- Extend the collection of data on individual student behaviour. Collaboratively review data to identify trends, inform the development of support strategies and to monitor the effectiveness of interventions.