

**DISCIPLINE AUDIT**  
**EXECUTIVE SUMMARY**  
**CURRIMUNDI SPECIAL SCHOOL**  
**DATE OF AUDIT: 8 SEPTEMBER 2014**

**Background:**

Currimundi Special School was opened in 1984 and is located in Caloundra, within the North Coast education region. The Prep - Year 12 school for students with disability has a current enrolment of approximately 175 students. The Principal, Alwyn Green, was appointed to the position in 1991.

**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 and three newly developed school wide expectations: *Currimundi Kids are Caring, Safe and Successful*. These expectations are communicated through a variety of ways in classrooms.
- Staff members are effectively using across the school a range of innovative and proactive reward systems such as positive certificates, *Currimundi Kids*, McDonald's sponsored juncture award and class reward systems to affirm behaviour and effort success.
- Positives and some major incidents of student behaviour are being recorded in OneSchool.
- The embedded whole school Developing Performance Framework (DPF) approach, adopted with staff members includes an annual review involving the Leadership Team.

**Affirmations:**

- The Parents and Citizens' Association (P&C) endorse the school's Responsible Behaviour Plan for Students (RBPS).
- Community links with businesses, agencies and the governmental departments to build parent and community capacity and improve student engagement: annual *Island Charities Event* and *Stephanie Alexander Kitchen Garden Program* partnerships.
- The school has an ongoing commitment to pedagogy through the Productive Pedagogies framework redesigned as the *Seven Guiding Principles*.
- Teacher observation and feedback is undertaken periodically and informally by staff members.

**Recommendations:**

- Research an underpinning theoretical framework such as Schoolwide Positive Behaviour Support (SWPBS).
- 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.
- Revisit the definition of minor and major behaviours and develop a protocol for the consistent entering of minor behaviour incidents in OneSchool.
- Develop a school wide system for the consistent collection and analysis of behaviour data on OneSchool. Systematically analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies and feedback cycles to staff members.
- Consider expanding *Currimundi Kids* branding of the expectations signage to pathways and additional outside areas to increase the message beyond the classroom.
- Developing explicit behaviour teaching episodes focussed on the school expectations and use incidental data for targeted teaching for each juncture: early, middle and senior years.
- Continue to build staff members' capacity to support student behaviour through targeted professional development that is aligned with DPF, including Essential Skills for Classroom Management (ESCM), Functional Behaviour Analysis, Non-Violent Crisis Intervention or Classroom Profiling.
- Explore ways to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.