DISCIPLINE AUDIT
EXECUTIVE SUMMARY
BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL
DATE OF AUDIT: 31 OCTOBER 2014

Background:
Barrett Adolescent Centre Special School is located in the grounds of Yeronga SHS, within the Metropolitan education region. Established in 1984, the school provides education programs for a current enrolment of 8 students. The Acting Principal, Debbie Rankin, was appointed to the position in 2014.

Commendations:
- The Principal and staff members have accepted personal responsibility for the development of a safe, supportive and disciplined learning environment.
- Strong partnerships have been strategically established with a variety of government agencies, businesses and community organisations, for example, Child and Youth Mental Health Services, Princess Alexandra Hospital Clinics, Headspace, Evolve and Children’s Health Queensland to address identified student needs and to support students at risk of disengaging from learning.
- A high priority is given to building and maintaining positive and caring relationships between staff members, students, parents and caregivers, evidenced by the strong collegial culture between all staff members and the team approach to managing student behaviour. The school places a strong focus upon developing and tailoring educational programs to meet the differentiated needs of individual students with a wide range of ages and abilities. Comprehensive Personal Education Plans (PEPs) and Transition Plans are collaboratively developed with students, parents, staff members and health providers. These plans are reviewed, evaluated and modified each semester.
- The school’s Responsible Behaviour Plan for Students (RBPS) is based upon the three Barrett Rules: Looking after yourself, Looking after other people and Looking after places and property. The RBPS reflects a Restorative Justice approach to managing student behaviour.

Affirmations:
- A collaborative reflection process is being established in order to review and support pedagogical changes for students with mental health issues. The progress of each student is discussed in daily team meetings.
- Students are rewarded for positive and appropriate behaviour through participation and acknowledgement at school camp, the Barrett Academy Awards; and through weekly communication emails with parents.
- Individual student management plans have been developed for students requiring intensive targeted intervention.
- Students participate in a Values Education Program to cater for the development of their social, emotional and wellbeing needs.

Recommendations:
- Upon transition to a new campus in 2015, review and refine the RBPS to reflect an alignment of practices across all year levels.
- Continue with the provision of professional development to ensure a consistency of approach in managing student behaviour.
- Consider the use of OneSchool for the documentation of incidents of positive and inappropriate behaviour, parental contact and support and intervention plans.
- Upload the RBPS to the school’s website to enhance communication.
- Investigate and research instruments or tools that can be used to measure the social, emotional and life-skills achievements and outcomes of students.