- attract and develop talent to optimise professional expertise within the Authority to improve overall performance

- build and sustain relationships with key government and non-government stakeholders, fostering collaboration and participation in delivery of quality educational services, initiatives, and strategic directions

- represent the Authority in state, national, and international forums, to advance the standing of the Authority, build networks, and share and acquire information to support the Authority's performance.

Key attributes

Within the context of the responsibilities described above, the successful candidate for this role will have the following knowledge, skills and experience:

Shapes strategic thinking

- High-level conceptual and strategic planning skills, with experience in working with an organisation's governing body in the formulation and delivery of organisational objectives.

Achieves results

- Proven ability to oversee the implementation of initiatives with a focus on the desired outcomes, and position an organisation to meet challenges and maximise opportunities in an environment of change.

- Proven ability to achieve results in a demanding organisational environment, including high-level financial planning and strategic management skills, and building organisational capability to meet changing demands.

Cultivates productive working relationships

- High-level people management skills with an emphasis on developing long term productive working relationships and networks, and a successful track record of working in collaboration with stakeholders.

Exemplifies personal drive and integrity

- Proven ability to exercise judgement, provide impartial advice, act independently and decisively, and inspire others to achieve organisational goals, including in complex and challenging environments.

Communicates with influence

- Excellent communication skills, with confidence in delivering clear, precise and articulate messages, structured to be meaningful to a range of audiences.

- Highly developed negotiation skills, with an ability to present a convincing, balanced and informed rationale, advocate persuasively, and influence stakeholder engagement.

How to apply

To apply for the role of Chief Executive Officer, Queensland Studies Authority, please submit a statement that addresses each of the key attributes listed above, a copy of your resume that details your qualifications and experience, and the names of two referees.

Applications are to be submitted to Ms Gabrielle Sinclair, Assistant Director-General, Department of Education, Training and Employment by Monday 17 September 2012.

Applications can be submitted by email to ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ or by hard copy in an enveloped marked personal and confidential to Ms Gabrielle Sinclair, Assistant Director-General, Department of Education, Training and Employment, PO Box 15033, City East Qld 4002.

EXHIBIT 134   DET.900.001.0029

Additional information

- Enquiries from potential applicants who would like further information on the role are welcome and encouraged. Please refer to the contact details provided at the top of the position description.

- The successful applicant will be appointed under the *Education (Queensland Studies Authority) Act 2002*, and must be suitable to be proposed for appointment by the Governor-in-Council.

- This is a contract position for a period up to five years.

- The role is notionally classified at SES 3 level. A total remuneration package, including superannuation and a vehicle allowance, will be negotiated with the successful applicant for consideration and approval by the Governor-in- Council.

- The role may require travel, including inter-state and overseas.

- URL: http://www.qsa.qld.edu.au

EXHIBIT 134   DET.900.001.0030

DEPARTMENT OF **EDUCATION AND TRAINING**

Position Description

clever • skilled • creative

Position Title

Assistant Director-General, Flying Start Implementation

Job Ad Reference	
Work Unit	**Flying Start Implementation, Office of the Director-General**
Location	**Brisbane**
Classification	**SES3.5 Qld Public Service Award 2003**
Job Type	**Contract**
Remuneration Value	**per annum**
Contact Officer	
Contact Details	
Closing Date	

Your employer

The Department of Education and Training (DET) seeks to engage Queenslanders in lifelong learning by providing high quality, accessible services to the state's education and training sectors. DET is a diverse organisation with the largest workforce in the state. We provide services through three broad service delivery areas:

- The Office for Early Childhood Education and Care leads early childhood development and education policy and regulates the provision of childcare services.

- Education Queensland Division delivers high quality education to more than 70 percent of all Queensland school students at prep, primary and secondary levels.

- Training Queensland and Skills Queensland work with industry to build a world class training and skilling system to skill Queenslanders including the management of 13 TAFE Institutes, regulation of the state's apprenticeship and traineeship system, regulation of registered training organisations and the development of industry engagement models to ensure industry collaboration in Queensland's training and skilling system.

The Flying Start Implementation team provides high level secretariat, project oversight and management services to facilitate implementation of objectives in *A Flying Start for Queensland Children: Queensland Government Education White Paper* on time and within budget.

For more information about DET, please visit our website at www.deta.qld.gov.au.

Your opportunity

As the Assistant Director-General you will:

- Provide executive leadership in the implementation of the Flying Start Reform agenda to assist the Director-General and the Minister in the setting and delivery of high-quality outcomes and Government priorities.

- Manage strategic partnerships with internal and external stakeholders implementing Flying Start Reform objectives to ensure effective and efficient services to schools and regions.

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- Champion the Department's Flying Start Reform agenda vision and goals.

- Help create organisational strategies that are aligned with government Flying Start Reform objectives and likely future requirements, and communicate expected outcomes from organisational strategies

- Drive the Flying Start Reform agenda, defining high-level objectives and ensuring translation into practical implementation strategies.

- Coordinate projects associated with the Flying Start Reform agenda across multiple agencies, recognising the constant nature of change and maintaining flexibility.

- Secure stakeholder commitment to change and maintain open communication channels during the change process

The Assistant Director-General, Flying Start Implementation reports to the Director-General, Department of Education and Training.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

- Execute agency-wide governance and reporting arrangements associated with the implementation of the Flying Start Reform agenda.

- Lead, plan, direct and coordinate resources to successfully implement the Flying Start Reform objectives.

- Provide leadership in the governance and performance of Flying Start Reform implementation on the basis of auditable performance measurements and ensuring compliance with whole of government requirements.

- Provide executive leadership to the Department ensuring that strategies, structures and systems are in place to deliver the Flying Start Reform agenda.

- Co-ordinate and integrate high-level strategic information planning activities.

- Maintain key working relationships with senior officers of the Department, other Government Agencies and key external stakeholders to keep abreast of factors that may facilitate or impact on the implementation of the Flying Start Reform agenda.

- Communicate the Department's Flying Start Reform agenda to schools, regions and external stakeholders.

- Manage Flying Start Reform resources including external funding, budget allocations and human resources to ensure timely delivery of the Government's project objectives.

You

Within the context of the role described above, the ideal applicant will be someone who:

1. Cultivates productive working relationships by building and sustaining effective and strategic networks within and outside the department that encourage collaborative decision making and innovative solutions.

2. Exemplifies personal drive and integrity by advocating and modelling professionalism and impartiality in behaviour and decisions. Actively encourages others to do the same.

3. Communicates with influence by engaging with colleagues, clients and stakeholders through effective communication, negotiation and facilitation processes to achieve mutually advantageous solutions.

4. Shapes strategic thinking by demonstrating an ability to define departmental strategies and engaging others in the strategic direction of information and technologies, translating departmental plans into operational goals and outcomes.

5. Achieves results by identifying both critical success and critical risk factors and establishing a decisive course of action to respond to the associated issues and achieve effective solutions. Has a proven ability to drive initiatives and timely interventions to deliver successful outcomes for a large and diverse organisation

EXHIBIT 134

DET.900.001.0032

Additional information

- Appointments to the Senior Executive Service are subject to entering a written contract of employment under the *Public Service Act 2008*. Contract extensions are subject to a satisfactory performance in the role as determined by the Director-General.

- In accordance with the Act and the Public Service Commission's Directives, the successful appointee will be required to give a statement of her/his pecuniary and non-pecuniary interests within one (**1**) month of taking up the appointment.

- An attractive remuneration package will be negotiated with the successful applicant.

- The successful applicant will be required to travel interstate and overseas as necessary.

- The **Total Remuneration Value** listed against the positions includes:

  - The private use component of a motor vehicle
  - Employer superannuation contributions
  - 17.5% annual leave loading

- In additional to salary and optional benefits the appointee will be entitled to Queensland Public Service leave entitlements including four (4) weeks annual leave, cumulative sick leave and long service leave.

- Upon appointment, the appointee will also be eligible to receive significant removal allowances and rental assistance if necessary.

- Applicants are advised that Department of Education and Training will initiate a criminal history check by the Queensland Police Service on the nominated applicant.

- The Department of Education and Training is committed to inclusive workplaces where diversity is valued, and to fair and equitable treatment of all current and prospective employees.

- A non-smoking policy is effective in Queensland Government buildings, offices and motor vehicles.

- The appointee to this position may be required to complete a period of probation in accordance with Section 126 of the *Public Service Act 2008*.

- For further information refer to the Department of Education and Training's Applicant Information Bulletin (available through www.jobs.qld.gov.au and searching on a specific Job Ad Reference).

Your application

- Applicants are required to submit a brief resume; contact details for 2 referees (one of whom should be someone with current knowledge of your skills and abilities); and a maximum 2 page written response outlining your suitability for the role referring to the key points under "You".

- Applicants are encouraged to apply using the 'apply online' facility available on the Smart Jobs and Careers website (www.jobs.qld.gov.au).

- Applications will remain current for a period of 12 months.

- For further information refer to the Department of Education and Training's Applicant Information Bulletin (available through www.jobs.qld.gov.au and searching on a specific Job Ad Reference).

MCED Approval Date: November 2006
JEMS number: 09523
TRIM:

EXHIBIT 134

Exhibit C

WALTON, Patrea

From:	BLATCH, Peter
Sent:	Friday, 19 July 2013 6:52 AM
To:	WALTON, Patrea
Cc:	RIDER, Chris; SEILER, Robert; DAVIS, Carmel
Subject:	Barrett Adolescent Strategy and our school- Confidential
Attachments:	Barrett Centre(1).pdf

Follow Up Flag:	Follow up
Flag Status:	Completed

Categories:	To DO

Hi Patrea,

In late 2012 Qld Health announced as part of its Barrett Adolescent Strategy, it would no longer continue to operate its state-wide psychiatric centre for adolescents with mental health issues at Wacol and that the Barrett Adolescent Centre (BAC) would close at the end of that year. This of course has impact on our school which operates there. This announcement resulted in significant community protests due to perceived lack of community consultation. DETE had not been involved in any discussions and we were totally unaware prior to this announcement.

In response to the public disapproval, the Health Dept established an Expert Clinical Reference Group (ECRG) to review this decision. Michelle Bond, Principal Royal Brisbane Hospital School was our department's nomination to that group.

I have been advised that the Minister for Health has agreed with the recommendations of the ECRG and local Board, and it is proposed that the BAC close by 31 December 2013. A Youth Prevention and Recovery Care (Y-PARC) service is to be established and will provide one alternative care option for the target group accessing BAC based on local community care. Residents of the BAC, who are also students of DETE, will be transitioned to alternative care options in local communities. This decision will not be well accepted by the wider Health community.

The Minister for Health is to meet with our Minister in the next few days to advise of this decision. Please see the attached brief forwarded by Health Dept in confidence which provides background.

This decision will be announced by the Dept of Health within the next two weeks.

Given the sensitivities of this announcement I am suggesting the following way forward:

As part of the transition arrangements for 2014:
• As the Dept of Health will require DETE to depart the Barrett Special School site by the end of the year, it is proposed the Barrett school staff (approx 4 teachers and 4 teacher aides) and the resources be relocated as a separate school at another school site, close by and within the Metropolitan Region as a transition arrangement for at least 2014
• Existing departmental resources allotted to Barrett School continue to be used to support students with psychiatric disorders (currently 16 – 20 students)
• All permanent teaching staff continue to operate as part of a specialised team if they desire, to assist skilling teaching teams in other locations across the state
• School staff continue to provide or coordinate educational programs to support the transition of those current students enrolled at the centre
• School staff respond to the needs of schools which are supporting students who would have enrolled at BAC
• DETE through Metropolitan Region establish a Working Group to make recommendations regarding effective educational provisions that meet the new service delivery models which will be developed by Health. (This may take two to three years as the Health models develop).

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EXHIBIT 134   DET.900.001.0034

   •   Additional training and professional development should be offered to a key people in each region, funded through MSSWD, to assist their local responses to this group of students with psychiatric disorders.
We meet with the QTU as soon as announcement is made and with school staff to advise of the transition arrangements. QTU approached Health Dept again this week seeking advice.

I am happy to discuss any aspects of this with you. (I go on long service leave in a fortnight and have good relationships with the Barrett School community so would like to address this as soon as publically announced.)

Cheers,
Peter

Peter Blatch,
Assistant Regional Director, School Performance Metropolitan Special and Specific Purpose Level 2, Block A & B Garden City Square MacGregor Street, Upper Mt Gravatt Private Mail Bag 250, Mansfield DC Queensland 4122 Australia
Telephone:
Mobile:

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EXHIBIT 134

DET.900.001.0035

Department RecFind No:	
Division/HHS:	MD09
File Ref No:	

Briefing Note for Noting
Queensland Mental Health Commissioner

Requested by: Lesley Dwyer, Chief Executive, West Moreton Hospital and Health Service

Date requested: 16 July 2013

Action required by: 19 July 2013

SUBJECT: Barrett Adolescent Strategy

Proposal
That the Commissioner:

Note progress in the Barrett Adolescent Strategy and the pending actions.
And
Note no public announcement has been made to-date about closure of the Barrett Adolescent Centre, but is anticipated within the next two weeks.

Urgency
1. Urgent. There is growing concern amongst stakeholders of the Barrett Adolescent Strategy, (the Strategy) regarding timely communication about the future of the Barrett Adolescent Centre (BAC).

Headline Issues
2. The top issues are:
    *   Commencing December 2012, the Strategy conducted broad consultation and planning processes pertaining to the provision of adolescent mental health extended treatment and rehabilitation care in Queensland.
    *   Seven recommendations made by the Expert Clinical Reference Group were considered by the West Moreton Hospital and Health Board (the Board) on 24 May 2013.
    *   The Board considered the recommendations and decided to approve the closure of BAC dependent on alternative, appropriate care provisions for the adolescent target group and a targeted communication process prior to public announcement.
    *   Consultation was most recently conducted with the Minister for Health on 15 July 2013, with his support to proceed following communication with the Director General, Department of Education, Training and Employment and the Queensland Mental Health Commissioner.

Key Issues
3. It is proposed that BAC will close by 31 December 2013.
4. There is significant consumer/carer, community, mental health sector and media interest about a decision regarding the future of the BAC. Timely public notification is a priority and a comprehensive communication plan has been developed.
5. Some stakeholders within the mental health sector and community have noted strong support for maintaining services at BAC indefinitely and the issue has attracted significant media attention.
6. The pending actions for the Strategy include:-
    *   finalisation of the targeted communication process with the Director General, Department of Education, Training and Employment and the Queensland Mental Health Commissioner;
    *   public notification of the closure of BAC and ceasing all new admissions to the service;
    *   supporting the transition of current BAC consumers to alternative care options that best meet their individual needs; and

EXHIBIT 134

Department RecFind No:	
Division/HHS:	MD09
File Ref No:	

- the transfer of current operational funding from BAC to the alternative service options being developed/identified.

7. The Department of Health is urgently progressing planning for Youth Prevention and Recovery Care (Y-PARC) services to be established in Queensland by January 2014. This service type will provide one alternative care option for the adolescent target group currently accessing BAC.

Background

8. BAC is a 15-bed inpatient service for adolescent mental health extended treatment and rehabilitation that is located at The Park – Centre for Mental Health (The Park).

9. The BAC model of care and education program was developed and implemented 30 years ago.

10. Department of Education, Training and Employment provide an on-site school for BAC consumers (including some day patients).

11. The BAC cannot continue to provide services due to The Park becoming an adult secure and forensic campus by 2014, and because the capital fabric of BAC is no longer fit-for-purpose.

12. It is not in the best interests of adolescents requiring extended treatment and rehabilitation services to be cared for in an inpatient facility that is located within the same environment as adults with forensic mental health diagnoses requiring high secure treatment.

13. There is currently no capital funding to build a replacement adolescent extended treatment and rehabilitation facility at an alternate location in Queensland.

14. Contemporary models of care support community-based services for adolescents requiring extended treatment and rehabilitation.

15. The Expert Clinical Reference Group consisted of multidisciplinary state wide representation of child and youth mental health clinicians, an interstate child and youth mental health psychiatrist, education representative, and consumer and carer representatives.

Consultation

9. Consultation about the proposed next stages of the Strategy and Board decision for closure of BAC has been limited to the Minister for Health; the Director General Department of Health; Dr Peter Steer, Children's Health Services; and Dr Michael Cleary and Dr Bill Kingswell, Health Services and Clinical Innovation, Department of Health. A briefing will also be provided to the Director General, Department of Education, Training and Employment.

16. Agreement has been reached that the Strategy will be finalised through a partnership between West Moreton Hospital and Health Service, Children's Health Services and the Department of Health.

EXHIBIT 134

DET.900.001.0037

Department RecFind No:	
Division/HHS:	MD09
File Ref No:	

Recommendation
That the Commissioner:

Note progress in the Barrett Adolescent Strategy and the pending actions.
And
Note no public announcement has been made to-date about closure of the Barrett Adolescent Centre, but is anticipated in the next two weeks.

APPROVED/NOT APPROVED   **NOTED**

Dr Lesley van Schoubroeck
Commissioner

          /   /

Commissioner's comments

Author Dr Leanne Geppert	Cleared by: (SD/Dir) Sharon Kelly	Content verified by: (CEO/DDG/Div Head) Lesley Dwyer
A/Director of Strategy	Executive Director	Chief Executive
Mental Health & Specialised Services, WM HHS	Mental Health & Specialised Services, WM HHS	West Moreton HHS
17 July 2013	17 July 2013	18 July 2013

EXHIBIT 134

Exhibit D

Guidance & Special education –
your information ...

Nov 2 - 1 2021

New Spec Schls
Co-ord Intell H'capp.
F. S O

MEMO TO: THE HONOURABLE THE MINISTER FOR EDUCATION
(THROUGH THE DIRECTOR-GENERAL OF EDUCATION)

FROM: CO-ORDINATOR, EDUCATION OF INTELLECTUALLY HANDICAPPED CHILDREN

TOPIC: ESTABLISHMENT OF BARRETT CENTRE SPECIAL SCHOOL AND RED HILL
SPECIAL EDUCATION UNIT

1. The Education Unit at Red Hill will be located adjacent to the
Halwyn Centre at Red Hill and will cater for profoundly handicapped
children who reside at the Halwyn Centre.

2. The Barrett Centre Special School will be located at the Wolston
Park Hospital, Wacol and will provide education for disturbed
adolescents who are both out-patients and in-patients of the
hospital.

It is anticipated Red Hill Unit will open with a Teacher-in-Charge
in January. Barrett Centre Special School will have an acting
Principal taking up duties from 29th January, 1985.

RECOMMEND:

THAT approval be given for the establishment of Barrett Centre
Special School and with an acting Principal (Class 4) and Red
Hill Special Education Unit with a Teacher-in-Charge, from the
beginning of the 1985 school year.

APPROVED

Minister Education

W.G. ROBERTSON
CO-ORDINATOR
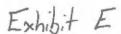EDUCATION OF INTELLECTUALLY
HANDICAPPED CHILDREN

29th January, 1985

IF APPROVED:

1. Records to register.

2. Co-ordinator, Education of Intellectually Handicapped Children to
note and advise relevant personnel.

Noted -
Please advise relevant personnel -
use list

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EXHIBIT 134

Exhibit E

Barrett Adolescent Centre Special School (BACSS)

	Staffing Model Allocations 2012 - 2015						
Year	Principal Admin FTE	Teacher FTE	Curriculum Co-ord. time	Non-contact time	TOTAL TEACHER FTE	Teacher Aide (hrs/wk)	Student Learning Resource FTE[1]
2015	0.30	4.32[2]	0.20	0.39	5.30	108.20	0.30
2014	0.30	4.32[2]	0.20	0.39	5.30	108.20	0.30
2013	0.30	4.32[2]	0.20	0.39	5.30	108.20	0.33[3]
2012	0.30	4.32[2]	0.20	0.39	5.30	108.20	N/A[4]

[1]Guidance officer/Behaviour Management/Support Teacher; [2]Includes 0.7 Principal teaching load; [3]Provided to the centre by region; [4]Unknown

Notes:

Allocations for Barrett Adolescent Centre Special School are determined based upon the average enrolments over 3 census periods. Their allocation based upon 16 students as a minimum. For the last 4 years, their enrolments have been at or below this number.

Barrett Adolescent Centre Special School is allocated classroom teacher full-time equivalent at a fixed ratio of 1 teacher for every 3.7 students and 25 teacher aide hours per week per classroom teacher.

The centre is entitled to a full-time Principal with 0.3 administrative load and 0.7 teaching load. The 0.7 teaching load of the Principal forms part of the centres classroom teacher allocation.

Source:

Prepared on 20/10/2015 by Michael Clifford, Principal Information Analyst, Human Resources
Department of Education and Training

EXHIBIT 134   *Exhibit F*   *Who conduc... this audit.*   DET.900.001.0040

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

TEACHING AND LEARNING AUDIT
8 PAGE PROFILE - BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER
An Explicit Improvement Agenda

The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear school-wide targets for improvement have been set and communicated, with accompanying timelines.

Outstanding	High	Medium	Low
The principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances, is aligned with state-wide improvement priorities and includes clear targets with accompanying timelines, which are rigorously actioned. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.	The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent - teacher meetings and on the school website using a variety of formats to suit local needs. The principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines. The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements. There is evidence of a school-wide commitment to every student's success and staff of the school tells stories of significant student improvement.	The principal and other school leaders articulate a shared commitment to improvement, but limited attention is given to specifying detail or to developing a school-wide approach (eg. plans for improvement may lack coherence, be short term or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (eg, not accompanied by timelines). The school's focus on data is driven more by external requirements (eg, National Assessment Program – Numeracy and Literacy (NAPLAN)) than by an internal desire for good information to guide school decision making and to monitor progress. Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.	There is no obvious plan for improving on current achievement levels. The principal appears to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community. Minimal attention is paid to data (eg, NAPLAN results) and there is very limited communication of school results or of intentions for improvement to the wider school community. Expectations for significant school improvement are low and staff tends to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school has a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence based strategies for improvement.

Queensland Government

EXHIBIT 134

DET.900.001.0041

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

TEACHING AND LEARNING AUDIT
8 PAGE PROFILE – BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER
Analysis and Discussion of Data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from tests such as NAPLAN, measures of growth across the years of school.

Outstanding	High	Medium	Low
The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. Test data in literacy, numeracy and science are key elements of this plan.	There is evidence that the principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data.	School leaders pay close attention to data provided to them about the performance of the school (eg, NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.	There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimalist fashion. The school makes little or no use of tests beyond those that the school is required to use.
Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of data concepts (eg, value-added; growth; improvement; statistical significance).	One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that the assigned staff have been trained to undertake data analyses (eg, training in the use of the Corporate Data Warehouse, OneSchool).	Tests (eg, commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.

An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.

Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth. | Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings to analyse and discuss current achievement levels and strategies for improvement. |
| Teachers are given test data (including NAPLAN) for their classes electronically and are provided with, and use, software (eg, Excel) to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results. | Time is set aside (eg, on Pupil Free Days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress. | School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes.

Information about the school's performance is communicated to the school community, but may lack explanation or analysis. | |
| Teachers routinely use objective data on student achievement as evidence of successful teaching. | | | |

Queensland Government

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EXHIBIT 134

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

TEACHING AND LEARNING AUDIT
8 PAGE PROFILE - BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER
A Culture That Promotes Learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

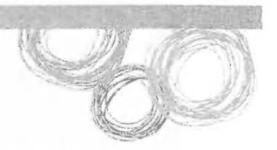| Outstanding	High	Medium	Low
The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high. There is a happy, optimistic feel to the school.	The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.	Classrooms are generally orderly, although some are more so than others. Nonattendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities.	Behavioural problems, disengagement and non-attendance are issues for a significant proportion of students. In a number of classrooms students are clearly not engaged in productive learning activities.
High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.	There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.	The school effectively implements its Responsible Behaviour Plan for Students, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems.	The school may have a Responsible Behaviour Plan for Students but this appears to have had little impact on student behaviour. Much of the time of school leaders and teachers is taken up dealing with inappropriate behaviour. Interactions between parents, staff and students are not always productive and respectful.
A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching, and openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.	Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.	Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews. Staff morale is satisfactory.	Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.
	Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully. Staff morale is generally high.		

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

TEACHING AND LEARNING AUDIT
8 PAGE PROFILE – BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER

Targeted Use of School Resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Outstanding	High	Medium	Low
The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs. A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. Records of individual student needs, achievements and progress are maintained centrally and shared across year levels. A range of initiatives (eg, across-class and across-grade groupings for literacy and numeracy, the sharing of specialist teachers with neighbouring schools) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (e.g., specialist reading/science teachers).	The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs. The school has developed processes (eg, systematic testing) for identifying student learning needs, although there may not always be good central records of student achievement and progress. Programs to meet individual learning needs (eg, programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, and refugees) are prioritised, where possible, in the school budget. Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.	The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs. Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (eg, problems in learning to read) or individual learning needs (eg, LBOTE, gifted). There are very few school-wide programs or policies designed to address the learning needs of particular student groups (eg, gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school wide strategies for doing this. Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.	The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources (eg, the use of discretionary school funds). There is very little, if any, systematic testing of students to identify individual learning needs. The school does not always make best use of available staff expertise. School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers. School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.

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TEACHING AND LEARNING AUDIT
8 PAGE PROFILE – BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER
An Expert Teaching Team

The school has found ways to build a professional team of highly able teachers including teachers that take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

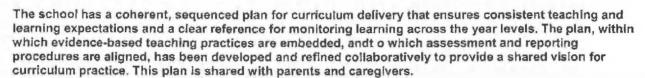| Outstanding	High	Medium	Low
The teaching staff of the school are experts in the subjects they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies. Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons. School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.	There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching (with teacher agreement). Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them. Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place, in conjunction with Regional Office, to recruit staff with particular expertise, to train staff to address particular needs, and to support staff that find it difficult to commit to the school's improvement agenda. The school provides opportunities for teachers to take on leadership roles outside the classroom.	The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan. The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers. Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring and coaching arrangements in place. The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff. The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks. Where a managing unsatisfactory performance process is required, it is performed professionally and effectively, and in accordance with the agreed Departmental guidelines.	The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (eg, no reference is made to the Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors'). There is little evidence that school leaders are proactive in the recruitment and retention of staff. There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to the Department's Developing Performance Framework.

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TEACHING AND LEARNING AUDIT
8 PAGE PROFILE - BARRETT
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DATE OF AUDIT: 15 TH NOVEMBER
Systematic Curriculum Delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, andt o which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and caregivers.

Outstanding	High	Medium	Low
The school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Australian Curriculum and the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school.

A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.

Considerable attention has been given to ensuring vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. | The school's curriculum delivery plan identifies the curriculum, teaching and learning priorities and requirements set out in the P-12 Curriculum Framework. The curriculum delivery plan reflects a shared vision (principal, school leadership team, and teachers) for the school, and provides a context for delivering the required curriculum as detailed in the Australian Curriculum and the QCAR Framework.

The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address all KLAs in the QCAR Essential Learnings, to give priority to English, mathematics and science and to embed the fundamental skills of literacy, numeracy and higher order thinking within all KLAs.

The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery (to meet the needs of the range of students within each year level) is designed, assessment tasks are developed and student learning is reported. | The school has a documented plan for curriculum delivery that includes year level and term plans, as specified in the Department's 'Roadmap', but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.

School leaders talk about embedding the fundamental skills of literacy, numeracy and higher order thinking within all KLAs, but there is little evidence that school-wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy the responsibility of mathematics teachers.

Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole school approach. The parameters detailed in the 'Roadmap' and the documents referred to in the 'Roadmap' are rarely mentioned. | School leaders and teachers do not appear to be familiar with the 'Roadmap' or the documents to which the 'Roadmap' refers.

The school may have a documented plan for curriculum delivery but there is little evidence that the whole school plan drives the lesson plans of individual teachers.

The enacted school curriculum is not seen as a central concern of all teachers (eg, it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported). |
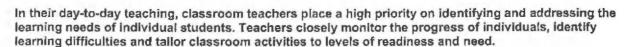
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EXHIBIT 134   DET.900.001.0046

TEACHING AND LEARNING AUDIT
8 PAGE PROFILE – BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER
Differentiated Classroom Learning

In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

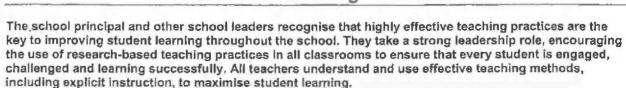| Outstanding	High	Medium	Low
The principal and other school leaders actively promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (eg. accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for at least some students. Differentiation is a priority of the school and a feature of every teacher's practice. Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.	School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression. Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided including multiple pathways for transition to external studies (eg, apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback. Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.	School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs. Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation. Some use is made of differentiated teaching (eg. differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support. Regular assessments of student learning are undertaken, but these often are summative and disconnected (eg, relating to different topics) rather than exploring progress in skill development and understanding over time. Reports to parents generally do not show progress over time or provide guidance to parents on actions they might take.	School leaders do not place a high priority on teachers identifying and addressing individual learning needs, but are more focused on ensuring that all teachers are teaching the core year level curriculum. Little or no classroom use is made of assessment instruments to establish starting points for teaching. Assessments tend to be used only to establish summatively how much of the taught content students have learnt. Teachers tend to teach to the middle of the class, with the expectation that some students will not master the content, and finding ways to occupy more able students who finish work early. Reports to parents tend to be summative reports of how students have performed, with little guidance on what parents might do to assist in their children's learning.

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DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

TEACHING AND LEARNING AUDIT
8 PAGE PROFILE – BARRETT
ADOLESCENT CENTRE SCHOOL
DATE OF AUDIT: 15 TH NOVEMBER
Effective Teaching Practices

The school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods, including explicit instruction, to maximise student learning.

Outstanding	High	Medium	Low
The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.	School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.	School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective literacy and numeracy teaching strategies.	School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school.
All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).	There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.	Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance.	The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods.
School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.	Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.	There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (eg, over-reliance on whole-group teaching or very little explicit teaching).	There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of 'busy work'.

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Department of Education, Training and Employment

DISCIPLINE AUDIT
5 PAGE PROFILE – BARRETT ADOLESCENT CENTRE
SPECIAL SCHOOL
DATE: 31 OCTOBER, 2014

Principal Leadership

The principal and school leadership team have established and are driving a strong, positive learning culture, grounded in evidence from research and practice. Explicit and clear school-wide expectations have been established with families, teachers, and students. Strong procedures are in place to encourage a school-wide, shared responsibility for student management, and to encourage the development of a culture that promotes learning.

Outstanding	High	Medium	Low
The principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour and outcomes. This agenda is widely communicated, understood and rigorously actioned. There is a strong and optimistic commitment by all staff to the school-wide approach to managing student behaviour and the development of a culture that enhances learning.

School leaders have developed a positive school-wide approach to managing student behaviour that is grounded in research and is evidence-based. This approach is built around high expectations, core values and a commitment to excellence and is systematically implemented across all areas of the school.

School leaders place a high priority on the on-going professional learning of all staff and on the development of a school-wide, self-reflective culture focused on student engagement.

Teachers take responsibility for the changes in their practices required to align with school-wide expectations of student behaviour management. | The school has developed an agenda for managing student behaviour and school leaders can describe the behaviours they wish to see occurring across the school. School leaders communicate these expectations in staff meetings, school newsletters, on the school website and to the school community.

There are some whole-school systematic processes and procedures in place for the management of student behaviour that ensures a strong focus on quality learning. School staff members feel well supported through the effective implementation of the School Behaviour Plan.

School leaders are committed to finding ways of managing student behaviour, and this is reflected in an eagerness to learn from research evidence, international experience and from other schools. The whole school approach is consistently implemented.

The school has a documented professional learning plan that includes arrangements for teachers to develop their knowledge and skills in ensuring student engagement and managing student behaviour.

Most teachers take responsibility for changes in their practices required to align with the school-wide expectations of student behaviour management. | The principal and other school leaders articulate a shared commitment to the management of student behaviour but limited attention is given to specifying detail or to developing a school-wide approach. Plans do not appear to have been clearly communicated, widely implemented or to have impacted significantly on the teachers' day-to-day work.

The school leadership team is implementing the School Behaviour Plan by ensuring that disruptive behaviour is dealt with promptly.

There is a whole school approach to behaviour management, however, this is not based on research and is yet to be implemented consistently across the whole school.

The principal and other school leaders are supportive of, but not generally involved in the day-to-day practice and learning of teachers in relation to managing student behaviour.

Although there is an expressed commitment to the school-wide approach to managing behaviour this is not reflected in high levels of enthusiasm for personal change on the part of staff. | There is no obvious plan for the management of behaviour. School leaders are more focussed on the day-to-day operational matters of dealing with problem student behaviour.

School leaders lack consistency in the implementation of the School Behaviour Plan and there are very few school-wide policies, procedures or programs. School staff members do not feel supported in the management of issues associated with student behaviour.

There is little or no evidence that a research based whole school approach exists to the management of student behaviour. Significant inconsistencies exist in the implementation of the whole school approach to student behaviour.

There is little sense of a whole-school coordinated approach to professional learning in relation to managing student behaviour. |

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Department of Education, Training and Employment

DISCIPLINE AUDIT
5 PAGE PROFILE – BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL
DATE: 31 OCTOBER, 2014
Parent and Community Engagement

The school actively seeks ways to enhance student learning, wellbeing and discipline by partnering with parents and families, other education and training institutions, and where appropriate local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and by providing access to experiences, support and intellectual and/or physical resources available within and beyond the school. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Outstanding	High	Medium	Low
The school actively engages the full range of parent representatives in developing the school's approach to behaviour management.

Parents and community demonstrate strong support of the school's behaviour expectations. They know and strongly support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.

A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.

School leaders place a high priority on developing the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies.

The school leadership team makes deliberate and strategic use of partnerships with families, local businesses, government agencies and community organisations to access other resources to ensure a safe, supportive and disciplined learning environment. These are carefully designed to enhance student engagement | The school regularly provides opportunities for parents to engage in developing the school's approach to behaviour management

Parents and community demonstrate support of the school's behaviour expectations. They know and support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences.

Respectful and caring relationships are reflected in the ways in which staff, students, and parents interact in the implementation of behaviour processes.

School leaders regularly provide opportunities for parents to participate in training and/or information on behavioural support/positive parenting strategies.

The school has established ongoing partnerships with families, local businesses, government agencies and/or community organisations with the express purpose of improving student engagement. | The school engages some parents and community in developing the school's approach to behaviour management.

Parents and community are generally aware of the school's behaviour expectations, school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences.

In the main, relationships between staff, students and parents are caring and respectful in the implementation of behaviour processes.

School leaders provide opportunities for parents to access information in response to behavioural incidents.

The school has partnerships with families, local businesses, government agencies and/or community organisations. These partnerships are generally established by individual members of staff and have limited whole-school support or engagement to improve student engagement. | There is little or no evidence that parents and community have been engaged in developing the school's approach to behaviour management.
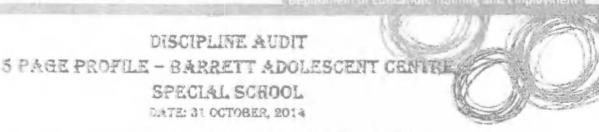
There is little or no evidence that parents and community are aware of school behaviour expectations and processes. There is no obvious plan for engaging parents and community in conversations about student behaviour.

Interactions between parents, staff and students are often not productive and respectful in the implementation of behaviour processes.

The school does not provide opportunities for parents to enhance their skills to support their child's behaviour.

There is little or no evidence that the school has established partnerships to enhance student engagement. |

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DISCIPLINE AUDIT
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SPECIAL SCHOOL
DATE: 31 OCTOBER, 2014

Data Informed Decision-Making

A high priority is given to school wide analysis and discussion of systematically collected data on student behaviour. Data analyses consider the overall picture of school student behaviour as well as the behaviour of particular cohorts of students and individual students. Data is used to evaluate the success of policies, procedures and programs to plan and enact a continuous improvement process. Data is used to develop and adjust the overall school behaviour management procedures and policies to assist leaders in the creation of a safe, supportive and disciplined learning environment.

Outstanding	High	Medium	Low
The principal and other school leaders clearly articulate their belief that reliable data on student behaviour and achievement are crucial to achieving a safe, supportive and disciplined learning environment as reflected by school data relevant to the specific school community

School leaders systematically gather and interrogate attendance, achievement and behaviour data, including positive and inappropriate behaviour, to develop behaviour plans which meet the differentiated needs of cohorts and individual students.

A systematic process, led by a school leader, involving the regular analysis of student behaviour and achievement data at student and systems level, is used to evaluate the implementation and effectiveness of the school's behaviour plan and all interventions to inform decision making. The data is used to stimulate discussion on the effectiveness of behaviour management strategies. | There is evidence that the principal and other school leaders view reliable and timely student behaviour data as essential to the development of a school-wide behaviour plan.

The school has developed a documented school data plan which includes data about positive and inappropriate student behaviour, regularly entered in OneSchool, using agreed procedures and protocols.

The school can illustrate through case studies and meeting minutes how behaviour data has been used to evaluate the effectiveness of the school's behaviour plan and take appropriate action.

There are examples of how the data has been used to inform decision making about individual, group and school-wide responses to managing student behaviour and interventions | There is evidence that school leaders pay attention to behaviour data.

Some staff members gather and use data to develop their behaviour management strategies but there are no whole of school processes for using data to achieve improved student behaviour.

An ad hoc approach exists to using data in reviewing the effectiveness of the school's behaviour plan and interventions.

School behaviour data is presented at meetings for the information of staff and parents but not as a platform to reflect on the effectiveness of approaches to managing student behaviour. | There is very little evidence of school leaders' practical use of student behaviour data.

The school is unable to demonstrate how data has been used to analyse and discuss student behaviour and strategies for improvement and interventions.

There has been little use of data in discussing the effectiveness of the school's behaviour plan. |

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