DISCIPLINE AUDIT
EXECUTIVE SUMMARY - TARAMPA SS
DATE OF AUDIT: 13 NOVEMBER 2014

Background:
Tarampa SS is a small semi-rural primary school located in the Lockyer Valley approximately 40 kilometres west of Ipswich, within the Metropolitan education region. The school has a current enrolment of 86 students from Prep to Year 7. The Principal, Mark Handley, was appointed in 2009.

Commendations:
- The school environment is well maintained, extremely well resourced and provides an attractive environment for students to learn.
- The school has established three rules, Be responsible, Be respectful and Be Safe as the core values that are the central focus for positive behaviour and the learning culture. The values are well known by students, staff members and are visible in classrooms.
- Each classroom maintains a behaviour feedback process to provide students with their ongoing behaviour choices. Each classroom differs in detail but has contributed to the progress towards a positive learning culture.
- Gotchas are issued to students in class and in the playground for behaviour that demonstrates the school rules. Gotchas are valued by the students who collect them in groups of 10 to achieve rewards.
- The presentation of one Student of the Week Awards occurs each week on Assembly. Students are able to relate the specific desirable behaviour they demonstrated to achieve this award. Teachers maintain a casual record of the students who have received this award.
- Teaching staff record incidents of positive and inappropriate behaviour in OneSchool. These records form an important part to the total school profile of all students.
- A school wide program to teach reading has brought consistency of teaching and learning routines to all classrooms. Reading achievement and reading goals are better as a result of this program.
- Teacher Aides have been up skilled to support current high impact teaching routines allowing them to work as true paraprofessional partners in the teaching and learning process.

Affirmations:
- Teachers have developed a detailed profile of student learning strengths and weaknesses using data from standardised assessment, formative assessment and class tests. This data is used to inform targeted teaching in small groups to close learning gaps.
- Individual target setting for students has been undertaken for all students in the school. These targets are used to fine tune teaching and learning programs across the school. There are some examples of individual learning goals being set to focus student learning efforts.
- The school has been very effective in the use of technology to cater for the different learning needs of individual students.
- Parent volunteers are welcomed to classrooms to support the individual and small group intervention programs.

Recommendations:
- Investigate and adopt a positive behaviour program which takes positive engagement and enthusiasm to a new level. Adopt negotiated standards of positive behaviour practice which are consistently implemented by every staff member, working together to create a powerful learning culture.
- Further develop the school wide pedagogy to create consistent teaching practices so that students can benefit from and understand their role in the teaching and learning process.
- Develop teacher’s capacity to articulate and differentiate classroom programs to cater for more able students.