DISCIPLINE AUDIT
EXECUTIVE SUMMARY - MOUNT TARAMPA SS
DATE OF AUDIT: 14 MARCH 2014

Background:
Mount Tarampa SS, located in the Lockyer Valley, has a current enrolment of 39 students from Prep - Year 7. The Principal, Mrs Diana Pedersen, was appointed in 2005.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These expectations, together with the school’s virtues and values, provide clear directions that guide and support student behaviour.
- The school’s focus on the environment, gardens, animals and sustainability enhance the supportive culture created at the school.
- Individual student reports are sent home weekly to ensure families are kept informed about classwork covered, test results, student attendance and behaviour.
- School assemblies are used, not only to celebrate student achievement, effort and learning, but also to introduce the rule or virtue of the week.
- Students are well aware of the school’s rules and expectations and strive to achieve Gold and Splash behaviour levels. Students who achieve these upper levels of behaviour gain specific privileges and rewards.

Affirmations:
- The school’s Responsible Behaviour Plan for Students (RBPS) has been instrumental in formalising student behaviour centered on the three rules, Respect, Responsibility and Safety.
- All teachers actively teach and continue to revise the behaviour rules within their classrooms and the playground.
- Teachers use a wide variety of strategies, aligned to the school’s three rules within their classrooms, to acknowledge students’ acceptable and noteworthy behaviour.
- Individual support profiles for students with high behaviour needs enable all staff members to make the necessary adjustments to consistently support these students.
- The school’s Chaplain assists with the Mount Tarampa Social Skills and Cooking and Life Skills programs across all year levels, as well as supporting school families and staff members.
- Overall student behaviour is of a very high standard and adopted strategies are working successfully.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed behaviour processes systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment, that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the school’s data plan so that behaviour information is included in the systematic collection of data.
- Review the school’s professional learning plan so best practice initiatives around student behaviour is included.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management and program development.
- Continue to enhance community partnerships to grow learning and leadership opportunities.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.
- Establish stronger connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.