

DISCIPLINE AUDIT
EXECUTIVE SUMMARY- TALARA COLLEGE
DATE OF AUDIT: 12-13 AUGUST 2013

**Background:**

Talara Primary College opened in 1998 and is located in the North Coast education region. The college has a current enrolment of 1050 students. The current Principal, Mr Stephen Adams, was appointed to the college in 2001.

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and embedded in practice. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- The Principal and other 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.
- Teachers and parents articulate high regard and support for the Principal and leadership team.
- The college conducts an annual review and survey of parents and caregivers, which includes aspects of satisfaction with the college's approach to behaviour management.
- Students in Years 3-7 complete a student self-assessment behaviour report twice a year that links the Code of Conduct with a YCDI! foundation skill against a 5 point scale. Students in Prep – Year 2 receive a behaviour report completed by the teacher twice per year.
- Year 6 and 7 students are taught to explicitly deliver You Can Do It! focus lessons to students in the lower school. This is a highly regarded practice across the school.

Affirmations:

- The college utilises the High 5 and Safe 5 strategies to provide students with skills in conflict resolution.
- School leaders are driving an explicit, detailed and positive approach to managing student behaviour.
- There is a thorough induction program that includes induction to the Talara College Code of Conduct and the culture of the school.
- The Student Welfare and Emotional Lifelong Learning (SWELL) committee provide intensive support for students and families as required.
- Individual Behaviour Support Plans are used to support identified students.
- Teaching staff are profiled in the Essential Skills for Classroom Management (ESCM). The school has invested in training profilers.
- Students enrolling to the school receive a thorough induction to the school culture and behaviour expectations.

Recommendations:

- Continue to place a high priority on the on-going professional learning of all staff members and on the development of a school-wide, self-reflective culture focused on student engagement.
- Consider a plan to collect and record data about positive student behaviour and develop agreed procedures and protocols. Consider storing this information in OneSchool in order to complement the full range of data available on students.
- Reflect upon the consistency of practices and processes to ensure there is a constant application amongst all staff members.
- Continue to harness the benefits that are gained from excellent student behaviour that allow all teachers to focus on high level pedagogical practices targeted towards improving student learning outcomes.