

**DISCIPLINE AUDIT**  
**EXECUTIVE SUMMARY - TAGAI SC**  
**DATE OF AUDIT: 11- 12 AUGUST 2014**

**Background:**

Tagai SC is located in the Torres Strait, north of Cape York, within the Far North Queensland education region. The school consists of seventeen campuses spread across fifteen islands. The school was established in 2007 and has a current enrolment of 1,726 students from Prep – Year 12. The Executive Principal, Judith Ketchell, was appointed in 2011.

**Commendations:**

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement, regular attendance, respect for people and culture are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours, including: *Be A Proud Learner, Be Respectful, Be Responsible* and *Be Safe*. These expectations are visible in varying ways throughout the school communities, continually communicated and are evident in the behaviour of most students.
- The school has an ongoing commitment to Explicit Teaching as a pedagogical framework.
- There is a positive focus upon improving attendance across all of the school campuses.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for: positive relationships; knowing students; collegial student management data analysis at a campus, cohort and individual level; direct teacher- parent contact; and enhanced interactions with the school community.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- The school has implemented consistent standards for Behaviour and Effort used for student reporting.
- The school utilises specialist and support staff members to meet the social, emotional, cultural, learning and welfare needs of students and staff members in a challenging, unique and complex environment.
- School leaders regularly review student data to identify campus trends and students requiring support. They direct the appropriate and available support services and leadership to the area of need.

**Affirmations:**

- The Parents and Citizens' Association (P&C) endorse the school Responsible Behaviour Plan for students (RBPS).
- The school has extensive quality partnerships with businesses, tertiary education, partner schools, support and welfare services and members of the wider school community.
- Expectations about students' behaviour is enhanced in many ways, including Explicit Teaching supported by presentations at school assemblies, year level assemblies, daily roll classes, staff meetings and in school newsletters.
- Restorative Justice is the platform for behaviour management and building positive relationships.

**Recommendations:**

- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the positive implementation of Explicit Teaching to ensure practices are consistently and rigorously implemented by the whole teaching team.
- Refine the schools explicit improvement agenda to a narrow, sharp and deep focus.
- Continue the implementation of SWPBS to embed understanding of the schools expectations, engage school communities, use data to inform decision making and build a positive school culture for all. Work with staff members to ensure there is a consistent implementation of expectations, rewards & signage.
- Consider alternate ways of enhancing whole college teaching staffs' communication and feedback processes to develop a deep understanding of the school priorities, consistent behaviour management practices and consistent pedagogical practices.
- Develop consistent record keeping practices for administration in OneSchool.