DISCIPLINE AUDIT
EXECUTIVE SUMMARY PORMPURAAW SS
DATE OF AUDIT: 31 MARCH 2014

Background:
Pormpuraaw SS is located in a remote setting, 650 kilometres from Cairns in the Far North Queensland education region. The school has a current enrolment of 107 students in six classroom groups ranging from Pre-Prep - Year 7. The Principal, Ms Louise Jappe, was appointed in January 2013.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined within the classrooms and playground. These expectations are continually communicated and evident in the behaviour of most students.
- The local clinic, the Child Health Site Nurse, the Remote Area Child and Youth Mental Health Services, as well as the Cape York Health Council are very active participants in the school community. These services, aligned to student health and wellbeing, target the school's improved attendance and student engagement strategies.
- Attendance Certificates and Power Cards, to the value of $20 and $50, are presented each term to students based on the rate of attendance. This is proving to be a great incentive for families to have their children attend school as electricity in Pormpuraaw is accessed by using power cards. The introduction of a School Attendance Officer (SAO) is an additional service to enhance student engagement and attendance.
- The Responsible Behaviour Plan for Students (RBPS) clearly outlines the school’s system for facilitating positive behaviours. The introduction of the four rules, Be Responsible, Be Respectful, Be Safe and Be a Learner have been instrumental in formalising student behaviour expectations. All classrooms visibly display these rules and prizes are drawn each Friday at parade based on an incentive system. The Stars and Steps Charts in each classroom assist students to monitor and control their own behaviour.
- The Leadership Team is implementing the RBPS by ensuring that disruptive behaviour is dealt with promptly and in a supportive manner.
- Students and their families are well aware of the school’s expectations and of the consequences of inappropriate behaviour.

Affirmations:
- All teachers actively teach and continue to revise the behaviour rules within the classrooms and the playground.
- The school’s physical environment has provided many areas of choice for students to play and interact safely with others. Structured playground areas for junior and senior students have been built including: oval areas; undercover multi-court area; as well as shaded areas in the grounds.
- Student leadership is noteworthy with senior students assisting in the tuckshop, and buddying with the Prep class as role models for eating times and playground behaviour.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:
- Review the school’s data plan so that behaviour and attendance information is included in the systematic collection of data.
- Review the school’s Professional Learning Plan so that behaviour management and student wellbeing are included in the yearly professional development.
- Review the data collection process to ensure that both positive and inappropriate behaviour instances are recorded on OneSchool in order for a full analysis of the data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.
- 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.
- Review the school’s reporting protocols so that recording of both effort and behaviour are consistent across the school.
- Continue to develop connections with the many boarding schools, colleges and high schools in the region, to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.