DISCIPLINE AUDIT
EXECUTIVE SUMMARY - KARUMBA SS
DATE OF AUDIT: 5 NOVEMBER 2014

Background:
Karumba SS is situated in a remote location of the central Gulf of Carpentaria, within Far North Queensland Region. The school was established in 1968 and has a current enrolment of 38 students from Prep – Year 7. The Principal, Tracy Mussap, was appointed to the position in 2013.

Commentations:
- 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 and regular attendance are keys to improved student learning.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis, direct teacher to parent contact, pastoral care and enhanced interactions.
- The school has a small number of positively stated school wide expectations and appropriate behaviours: Safe, Responsible and Respectful. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of all students.
- The school has an ongoing commitment to Explicit Teaching as a pedagogical method.
- Improving attendance and literacy levels is a major focus for the school.
- The school has a positive rewards system that recognises students who display the school wide expectations and includes daily Gotchas, as well as, Gold and Silver Days each term. The rewards recognise daily positive behaviour in all school settings.
- The school has a positive family centred tone in which all school community members work alongside each other and any behaviour issues are resolved quickly and easily.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has introduced You Can Do It! as a program for teaching life skills to all students.
- Expectations about students’ behaviour are enhanced in many ways. This includes teaching staff explicitly teaching expectations and is supported by presentations at school assemblies, daily classes and in school newsletters.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- The school uses data and anecdotal information to develop individual behaviour plans for students.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the implementation of Explicit Teaching to ensure consistency of practice by the whole teaching and support team.
- Maintain a focus upon attendance for all students as a crucial aspect to their learning.
- Continue to build upon the implementation of SWPBS with the goals of engaging and embedding practices for all school community members and learning from other SWPBS schools.
- Develop students’ understanding of the meaning and application of the school rules: Safe, Respectful and Responsible.
- Continue the work of developing a positive school culture with the goal of creating and maintaining a highly engaging learning environment for all school community members.
- Explore new and engaging ways of communicating to parents and the wider school community.
- Explore strategic ways to further engage the wider school community by enhancing relationships and building the school’s positive profile.