DISCIPLINE AUDIT
EXECUTIVE SUMMARY – KALAMIA SS
DATE OF AUDIT: 28 JULY 2014

Background:
Kalamia SS was established in 1928 to meet the educational needs of families at the adjoining sugar mill, as well as, local farming and pastoral industries and is located in the North Queensland education region. The school has a current enrolment of 10 students in Prep to Year 7. The Principal, Amanda Souter, was appointed to the position in 2012.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS). The expectations are simple, consistent and embedded in practice for a clear and common understanding by all. All staff members and students are able to articulate the schools expected behaviours: Be Safe, Be Respectful, Be Responsible.
- The Principal and school community are driving a very positive approach to managing student behaviour by the implementation of the research-based KidsMatter Program and have significantly enhanced the program for social and emotional wellbeing of students by the introduction of the Bounce Back! Program to support the agenda.
- There is a strong emphasis on the explicit teaching of the school’s expected behaviours. This is enhanced by the intentional teaching, on a weekly basis, of core values that provide learners with an ethical base for these behaviours.
- A strong focus on reinforcing expected learning behaviours occurs in the classroom on a daily basis and is a powerful visual prompt to all students. Positive behaviours are recorded in OneSchool and used to reinforce expected behaviours on a weekly basis.
- Families of the school strongly support the KidsMatter and Bounce Back! initiatives and report that the social and emotional resilience learning from school is applicable in the home and community.
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Affirmations:
- The Stephanie Alexander Kitchen Garden Program is a highly engaging active learning environment in which to progress the social and emotional initiatives of the Bounce Back! Program.
- The use of classroom and playground reminders and prompts for the school’s agenda to provide a supportive learning environment is very reinforcing for students, staff members, parents and visitors to the school. The Daily Board indicates the focus for the week.
- Students of the school report that the teachers are very helpful and indicate high levels of personal safety at school. Students also indicate that they regularly help their younger peers in both the social and learning environment.
- The Charter of Expectations is a culminating document that provides a focused summary of the school’s re-culturing journey in recent years and provides whole school direction and continuity.

Recommendations:
- Continue to embed the progressive work being done to enhance the supportive learning environment by developing resilience of learners in the school.
- Continue to engage and influence the current school community and especially the community beyond the school with a view to increasing enrolment share into the future.
- Explore the inclusion of a learning rule in the school’s code of expected behaviours to reflect the school’s advanced work in this area.