DISCIPLINE AUDIT
EXECUTIVE SUMMARY POMONA SS
DATE OF AUDIT: 13 OCTOBER 2014

Background:
Pomona SS is located in the Noosa Hinterland and lies within the North Coast education region. This rural school has a current enrolment of 237 students from Prep to Year 7. The Principal, Michael Byrne, was appointed to the position in January 2010.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and well established in the classrooms and playground. These expectations are clearly signed throughout the classrooms, are continually communicated and evident in the behaviour of most students.
- In 2009 the school implemented Schoolwide Positive Behaviour Support (SWPBS) and has based school expectations on a common sense and care approach: Care for Self, Care for Others, Care for Learning and Care for our Environment. The application of any consequences are supportive, fair, logical and consistent and this supports the high level of behaviour demonstrated by most students.
- The school’s physical environment has provided many areas of choice for students to play and interact safely with others. Playgrounds, large oval areas, gardens, a yarning circle, technology and library facilities enhance the supportive school environment.
- The school’s Community Garden project, a recent winner in the 2013 Gardening Australia Awards, is a highlight and certainly enhances the profile of the school and its students in this Sunshine Coast Community.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a supportive manner.

Affirmations:
- All teaching staff actively teach and continue to revise the behaviour expectations within their classrooms and the playground.
- All staff members have a current Developing Performance Plan and these plans are aligned to the school’s Developing Performance Framework (DPF).
- The Student Support Team cater for the individual learning and social needs of all students. This team coordinates and assists teachers to effectively differentiate programs to meet student needs. A school Enrichment Program has also been established and provides extension opportunities for students with a focus on mathematics.
- Weekly assemblies are used to celebrate students’ achievement, effort and learning.
- Students and their families are well aware of the school’s expectations and the consequences associated with inappropriate behaviour.

Recommendations:
- Support the SWPBS Committee to embed the behaviour process systematically across the whole school to ensure it is continued effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the school’s data plan so that attendance and behaviour information is included in the systematic collection of data.
- Maintain the focus on improving student attendance and ensure that the Every Day Counts strategy is effectively enacted. Consider implementing incentives and targets for attendance.
- Provide opportunities to inform and engage the full range of parent and community representatives in developing the school’s approach to behaviour management and program development.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Maintain strong connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.