**Executive Summary – Normanton SS**

**Date of Audit: 11 June 2014**

**Background:**
Normanton SS is situated in a remote and rural setting in the Far North Queensland education region. The P-10 school has a current enrolment of approximately 180 students, of which ninety per cent are Indigenous. The Principal, Tonia Smerdon, was appointed to the school in 2007.

**Commendations:**
- The Principal has implemented structures including, policies, programs and practices to promote a school culture that is responsive to the needs of students and the community. The implementation of Schoolwide Positive Behaviour Support (SWPBS) in 2010 has provided the basis for the positive school culture.
- The process to support students displaying high level behaviours is firm and supportive. A structured process that includes accessing community support agencies, such as, Medicare’s Remote Jobs and Communities Program, Parent and Community Engagement Officer and the school Chaplain, ensures that students are receiving a positive supportive learning environment.
- The Leadership Team has an honest and open approach of identifying the strengths and weaknesses of the program. Reviews of the system are regularly timetabled.
- Professional development is regular and focused for individual needs. The Induction Program is effective to ensure understanding of school practices. Leadership skills are valued and promoted.
- Classroom profiling is occurring on a regular basis, with five staff members currently trained as profilers.

**Affirmations:**
- The school has developed systems to monitor student behaviour using OneSchool. The SWPBS team are accessing and analysing the data to inform staff members of trends. Actions are then implemented in response to these findings.
- The school is moving to implement SWPBS at a Tier 2 level. Reflection practices have occurred, as well as, professional development for key staff members.
- The school has implemented a Remote School Attendance Strategy this year, employing seven School Attendance Officers and two supervisors who are actively working with families. The school has seen a ten per cent improvement in student attendance this term.
- Parents are aware of the school’s behaviour agenda and know the school values and the manner in which the behaviour plan was being implemented.
- A matrix of expected behaviours and consequences for actions is clearly displayed throughout the school. Teachers have utilised this matrix to develop class rules and practices.
- The school values: I am Respectful, I am Safe, I am Responsible, I am a Learner, are displayed throughout the school. Students know these values with the majority of students able to provide examples of expected behaviours.

**Recommendations:**
- Continue to develop programs and practices to encourage parent engagement with the school. Consider offering parent sessions to explain school’s behaviour plan and skills, as possibilities.
- Embed the present practices that are increasing student attendance. Involve Student Attendance Officers as active participants in students’ learning.
- Provide professional development for staff members to ensure the behaviour program is consistently delivered across the school. Involve staff members in the review of the program.
- Continue to progress the agenda for students to self-monitor their behaviour. The use of student goal setting should be considered with measureable and achievable targets.
- Enhance teaching practices that provide for each student’s needs. Engage all students so that they achieve success. Celebrate this success.