Background:
Kowanyama SS is a remote community school located on western Cape York, within the Far North Queensland education region. The P - 10 school has a current enrolment of approximately 210 students. The Principal, Ross McHucheon, was appointed to the school in 2012.

Commendations:
- The Principal and other school leaders have accepted personal responsibility for the maintenance of a safe, supportive and disciplined positive learning environment.
- The school has three values: Respect Learning, Respect Community, Respect Culture, which are highly visible, known by staff members, parents, community and students, and form the basis of all behaviour conversations, both positive and inappropriate. The Focus lesson of the week is identified on assembly and followed-up by classroom micro-lessons each week.
- The Principal and other school leaders are actively monitoring student attendance and employ a comprehensive array of strategies to improve attendance. Data identifies there has nearly been a 10 percent improvement in attendance based on close working relationships with families and community, employment of community teacher aides, Focus Room Teacher, Community Liaison Officers and School Attendance Officers (SAO).
- Positive attendance processes include classroom award systems, student awards on assembly, movie nights and Power Cards for family commitment to their children's attendance.
- The school has a wide range of partnerships with families and community elders, businesses, government and community agencies with a focus on maintaining student engagement.
- Staff members undertake regular behaviour professional learning, including Essential Skills for Classroom Management (ESCM) and Classroom Profiling, and strong induction processes. Early career teachers speak highly of the positive, constructive feedback they receive from the District Behaviour teacher each term.

Affirmations:
- Teachers are entering all behaviour records, both positive and negative, in OneSchool following agreed procedures.
- The Leadership Team actively transition more than 70 percent of Junior Secondary students to boarding school, linked to 85 percent attendance at school. They provide high school timetabling, transition programs and pedagogical links to better prepare students.
- Clear alignment has been established between the Annual Implementation Plan (AIP) student engagement priorities, staff member Developing Performance Framework (DPF) conversations and their Performance Development Plans (PDP).
- The Leadership Team has implemented strong data-driven differentiation and Explicit Teaching protocols for all teachers with direct links to improved student learning engagement.

Recommendations:
- Consider the expansion of classroom reward systems focused on maintaining individual student learning engagement across the school day.
- Continue to provide all staff members with regular behaviour professional learning opportunities to maintain the consistency of language and processes and ensure that every staff member feels confident and competent to deal with behaviour appropriately and maximise positive learning engagement.
- Maintain the strong positive focus on school attendance with students, parents and community.