Recommendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a very strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school features a school-wide, positive, focused high quality learning environment where high levels of confidence and pride in the school are expressed by students, staff members and parents.
- The school has a strong educational history and high performance ethos that is modelled by staff members and students, so that new students actively seek to meet these expectations and appropriate behaviours. These high standards and expectations are continually communicated, celebrated and are an outstanding feature of the school environment.
- The three school expectations: Best Behaviour, Best Effort and Best Manners are very well known by all students and staff members. These expectations are clearly visible in and around the school environment and form the basis of conversations with students about behaviour.
- The school approach to positive behaviour also draws heavily on the Keys to Success: Five Key Values, Confidence, Persistence, Organisation, Getting Along and Resilience from the You Can Do It! (YCDI) program. Teaching staff explicitly teach and reinforce these values at every opportunity.

Affirmations:

- There is an extensive range of extra curricula activities on offer for students.
- A matrix has been developed that guides teacher decisions about standards of Behaviour and Effort on report cards, in order to ensure a consistent application of standards by all teachers.
- A clear flowchart of behaviour consequences has been developed and implemented.
- The whole of school rewards system is linked to the YCDI: Five Keys To Success.
- The Parents and Citizens’ Association (P&C) endorse and are very supportive of the school’s Responsible Behaviour Plan for Students (RBPS).
- The school leaders and all staff member’s demonstrate a strong level of respectful and caring relationships for all school community members.
- A strong Junior Secondary transition and preparation program has been developed with the main secondary school destination for Years 6 and 7 students.
- Positive behaviours are regularly recorded in OneSchool.

Recommendations:

- Ensure that school protocols for recording behaviour in OneSchool are clear and are consistently implemented by all staff members.
- Continually reinforce, support and celebrate staff members’ consistency of practice in maintaining and enhancing the culture of learning and safe disciplined environment evident in the school.
- Explore strategic and innovative ways to further engage parents in the supportive school environment and to develop parenting skills.
- Review the school data plan to ensure that there is regular school wide analysis and discussion of systematically collected data on student behaviour and attendance.
- Ensure that the appropriate behaviour skills and routines that promote learning required of teachers at the school are integrated and embedded into the pedagogical framework. Also consider the inclusion of formal training in behaviour micro-skills, such as the Essential Skills for Classroom Management (ESCM), particularly for beginning and returning teachers.