Background:
Tingoora SS is located 23 kilometres north of Kingaroy in the Darling Downs South West education region. The school has been offering learning opportunities to the community since 1908 and has a current enrolment of approximately 43 students from Prep – Year 7. The Principal, Julie Matherson, was appointed to the position in 2010.

Commendations:
- The Principal and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction in improving student learning.
- Parents, as well as representatives of the Parents and Citizens’ Association (P&C), discuss the high level of communication provided at the school. They describe the detailed, structured routines that the Principal and school have in place.
- Teaching staff and teacher aides are profiled around the *Essential Skills for Classroom Management* once per term by the Behaviour Support Teacher.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department’s annual School Opinion Survey (SOS) data in terms of parent and student satisfaction. The tone of the school reflects the establishment of a positive learning environment for all students. This is reflected in significant long term academic improvement data on NAPLAN assessment in students achieving National Minimum Standards (NMS).

Affirmations:
- The school’s positively stated school wide behaviour expectations: Persistence; Organisation; Confidence; Getting Along; Resilience; and Safety are visible throughout the school and readily identified by staff members and senior students.
- Teaching staff engage in professional development in behaviour management, with a current focus on Schoolwide Positive Behaviour Support (SWPBS). All staff members have recently been trained in the first stage of this approach.
- The school has adopted a three tiered approach for acknowledging and encouraging positive behaviour: Level 1 Free and Frequent; Level 2 Intermediate; and Level 3 Long Term.
- The school has a playground folder to assist staff members in monitoring student behaviour at recess.
- Formalised lessons based around a behaviour matrix have been developed. Explicit teaching of these expected behaviours is in the same explicit instruction format as academic subjects.
- A *Homework Club* is in place which involves parent and community members in assisting students who require extra support to complete homework successfully.

Recommendations:
- Continue to build on the use of OneSchool data entries when reporting positive and inappropriate incidents behaviour. Provide clarity amongst all staff members on when a OneSchool report must be made. Staff training in the use of Oneschool is essential to this process.
- Explore strategies on how the skills of parents can be further enhanced by delivering high quality evidence based training and information on effective behaviour strategies.
- Engage the local high school and develop a Junior Secondary Plan to ensure student readiness for the transition to high school.
- Continue to monitor and promote high levels of attendance as a requirement as this has led to previous high levels of attendance for all students.
- Continue to implement SWPBS, as this approach provides clarity around expectations and is positively viewed by the school community.