Background:
Monogorilby SS is located approximately 60 kilometres outside of Munduberra, within the Darling Downs South West education region. The Prep to Year 7 school has a current enrolment of approximately 25 students. The Acting Principal, Kate O’Kelly, has been in the position since 2014.

Commendations:
- The school has a positive and respectful environment that provides a solid foundation for the effective delivery of quality teaching and learning.
- The school has a commitment to initiating OneSchool professional development for staff members so that there can be records to monitor behaviour incidents. The Principal has implemented a number of new practices around student behaviour, including, the engagement of staff members with data.
- Teacher aides are providing a high level of quality support in the classrooms and are keen to access behaviour management related professional development in order to extend their skills in delivering targeted student support.
- The school has recently initiated a student positive behaviour reward program that includes the Student of the Week.

Affirmations:
- The Responsible Behaviour Plan for Students (RBPS) has been endorsed by the Principal and the Parents and Citizens’ Association (P&C).
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.
- The school has recently created a small number of positive behaviour expectations, Be Safe, Be Responsible and Be a Learner, that are visible around the school. The Principal is using the assembly and school newsletters to promote these expectations to parents.
- The school is programming explicit teaching of student expectations on a weekly basis as part of the Health and Wellbeing Program.

Recommendations:
- Continue to engage staff members, students and the community in the new school approach to behaviour management. This work can provide the basis for refining a renewed RBPS to ensure alignment to school operations. Include community input to ensure the support and understanding of the key stakeholders.
- Introduce a matrix for rating individual student Behaviour and Effort as part of the formal student reports to parents at the end of each semester. This will help guide teacher judgement and therefore provide consistency and clarity.
- Introduce a matrix that clarifies the student behaviour expectations. Students should be able to refer to this matrix to ensure they are behaving appropriately in a range of school contexts.
- Commence a whole school approach to entering behaviour data in OneSchool and explore the potential of the OneSchool class dashboard in order to monitor and set targets around student attendance and behaviour.
- Create a regular data agenda within the formal staff meetings to ensure the effective monitoring of data sets that include behaviour and attendance. Use this agenda item to collaboratively review and refine behaviour and attendance programs and also include the celebration of data successes.
- Design and implement a formal staff member, student and parent induction program that includes the school’s expectations and processes around managing student behaviour.