Background:
Morayfield SS is located in the North Coast education region, approximately 50 kilometres north of Brisbane’s CBD. The school has an enrolment of approximately 730 students, including 48 students being supported by the Special Education Unit (SEP) and 16 percent of students being identified as Indigenous. The Principal, Vicky Gahan, was appointed in 2010.

Commendations:
- A strong culture of care and empathy is evident at the school and staff members work hard to create an environment where individual students are valued and welcomed.
- Significant signage has been established in the playgrounds, covered areas and walkways. The signage serves as a strong reference point for the whole school community.
- The school has developed a robust culture around Classroom Profiling. Teaching staff have frequent opportunities to engage with a trained profiler to reflect on classroom management skills.
- The Schoolwide Positive Behaviour Support (SWPBS) Leadership Team is highly active and provides significant leadership around the implementation of SWPBS.
- *The Morayfield Way* documents are starting to provide teaching staff with some clear direction and expectations about working at the school.

Affirmations:
- The Leadership Team has recognised that the Art and Science of Teaching (ASoT) is an appropriate pedagogical framework that has the potential to generate improved classroom routines and higher expectations.
- Positive acknowledgement of appropriate behaviour occurs frequently and in many ways throughout the school, including at the weekly Principal’s Morning Tea.
- Data concerning positive and inappropriate occurrences of behaviour is regularly entered in OneSchool.
- The current Responsible Behaviour Plan for Students (RBPS) articulates the four expectations, *Respect for Learning, Respect for Others, Respect for Self* and *Respect for Property*.

Recommendations:
- Establish SWPBS as the framework in every classroom for developing a positive and respectful learning environment. Develop staff members’ understanding of the implications of working within the SWPBS framework.
- Review the approach to responding to inappropriate behaviour in classrooms and what consequences are associated with inappropriate classroom behaviour.
- Establish clear and high expectations around the completion of required schoolwork in classrooms and establish systems that will empower all teachers to ensure students complete missed schoolwork because of discipline absences from the classroom.
- Continue a strong focus on ensuring regular attendance is a feature of the improvement agenda in every classroom.
- Build on the solid work that has been done around collecting data around student behaviour to ensure that data sets are reliable and capture all incidents of inappropriate behaviour according to agreed protocols.
- Increase the number of entries in OneSchool concerning positive behaviour and align the entries with the four school expectations.
- Continue to embed and strengthen the process of profiling with classroom teachers so that a continuous and cyclic process of reflection around the use of the *Essential Skills for Classroom Management* is established.
- Enhance signage of the four school expectations in classrooms, so that they become a highly visible reference point for teaching staff.