Background:
Toogoolawah SHS, built in 1988, is situated in the Brisbane Valley in the Darling Downs South West education region. The school provides educational services for approximately 220 students.

Commendations:
- The school is working methodically to implement School Wide Positive Behaviour Support (SWPBS). Its careful approach is being overseen by a trained committee of key stakeholders.
- The SWPBS Committee has used relevant school data and sought advice from other schools and regional personnel. Other staff members have been consulted before and during the roll out to gain ownership, increase understanding and provide feedback to the committee.
- The school’s behaviour expectations of Respect, Responsibility and Committed to Achievement, are well known by all students and staff members. These expectations are reflected in prominent signage, throughout school documents and via consistent language.
- Parents strongly value the recent improvement in behaviour and tone in the school.
- Rewards systems have been set up to foster positive behaviour. Students are well aware of the five-level system for behaviour management and many aspire to attain level 1 and 2.

Affirmations:
- SWPBS has been generally well received by teachers, teacher aides, students and parents.
- Posters in every classroom provide specific examples for students of how to behave in a way that reflects the school’s behaviour expectations.
- Data has been analysed to distill the key issues (The Big Six) for behaviour management. In turn this has focused the work on developing major/minor descriptors and associated consequences.
- Many teachers have undergone training in Essential Skills for Classroom Management with revision of key aspects still occurring. The leadership team has undergone training in Classroom Profiling and used this to provide feedback to some teachers when observing lessons.
- Systems exist to monitor students on levels 4 or 5. Students are encouraged to reflect upon their behaviour and work back to level 3. Parents are engaged in these processes.
- Many external resources are used for the express purpose of improving student engagement.

Recommendations:
- Ensure greater consistency in: all teachers explicitly teaching to students the school’s expected behaviours, reflecting this in every teacher’s practice, and applying published consequences.
- Provide multiple mechanisms for staff to provide feedback on the roll out of SWPBS. Clarify roles, responsibilities and accountabilities for all members of staff in implementing SWPBS.
- Develop a documented plan that clarifies what behaviour, attendance and engagement data will be systematically reviewed, when, by whom and for what purpose.
- Ensure that new staff members are provided with access to sufficiently detailed professional development, so that their knowledge and skills are commensurate with the school’s drive for consistency in managing student behaviour and fostering learner engagement.
- Ensure greater consistency in the entering of data into OneSchool, so that data is valid, robust and truly representative. Consider recording positive behaviour into OneSchool.
- Continue to collaboratively review systems to reward positive behaviour. Consider students’ input to ascertain what type of rewards they would most value, particularly for Senior students.
- Provide future opportunities for parents to engage in reviewing and further developing the school’s approach to behaviour management. Consider including students in these reviews.
- Provide opportunities for parents to participate in training and/or information on behavioural support/positive parenting strategies.