Background:
Oonoonba SS is located on the southern outskirts of Townsville, within the North Queensland education region. The school has a current enrolment of 535 students from Prep – Year 7. The Principal, Anne-Marie Day, was appointed in 2003.

Commendations:
- The Leadership Team is developing an effective culture for learning, with the school implementing programs to develop students’ social skills, including the Peer Support Program.
- The school has a staff member trained as a classroom profiler and the majority of teachers have participated in having their classroom practices profiled. Teaching staff have been provided with professional development opportunities to implement Essential Skills for Classroom Management practices.
- Morale at the school is high, evidenced by the consistent results on the Department’s School Opinion Surveys (SOS) and the numerous positive discussions with staff members. Also evident in the SOSs were parents’ satisfaction with the performance of the school.

Affirmations:
- The general behaviour of students in the school is of a good standard, evidenced by school data, classrooms observation and personal accounts given by staff members and parents.
- The school is working on improving student attendance by communicating to parents the importance of attending school, follow up phone calls and home visits.
- The school’s rules, Courtesy, Co-operation, Care and Compassion, Consideration, Common Sense, and Communication (6Cs) are known by the majority of students.
- Students are setting and identifying goals that will support them in their learning. The process is working towards having observable, measurable outcomes.
- The school has an effective process to identify and provide appropriate strategies to support students with needs. The Learning Enhancement Team utilises a range of community, government and school based organisations to develop behaviour plans as deemed necessary.
- There is a range of monitoring devices to support students to regulate their behaviour including a card system of different colours which differentiates the level of support required.
- The school has an effective approach to dealing with incidents of behaviour. Parents of students involved in the school’s behaviour agenda feel that it is fair and their children have been supported.
- All classrooms display the 6Cs, behaviour matrix, consequence for inappropriate behaviour steps and a monitoring device for students to gauge their behaviour.

Recommendations:
- Refine the school wide process of recording data on OneSchool; include the recording of positive behaviours as part of this process.
- Refine the school’s behaviour agenda to focus on enhancing learning behaviours that will support student engagement. These should be embedded in all classroom routines and practices.
- Provide professional development to ensure consistency of staff members’ knowledge and practices, including the enhancement of skills in the use of OneSchool.
- Continue to develop practices that assist students to self-regulate their behaviour, including the further development of goal setting processes.
- Consider the implementation of a school behaviour group to monitor student data, consistently report to staff members and refine practices to support student engagement in learning. Include parent representatives in this group and ensure actions are communicated to everyone.
- Consider developing a schedule of lessons that include present programs to support the school with behavioural practices to enhance student learning.