Background:
Springsure SS was founded in 1870 and has a current enrolment of 120 students from Prep to Year 10. The Principal, Mrs Renee Howard, was appointed to the school in 2009.

Commendations:
- The Principal, leadership team and staff members are united and committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- The school behaviour expectations of *Be a Learner, Be Safe* and *Be Respectful* are known by staff members and students. These expectations are reinforced by an effective rewards program which includes letters of commendation, postcards, phone calls home and the *Week in Review* reports.
- All classroom teachers have created positive learning environments that are welcoming and engaging for the full range of students in their care.
- School leaders explicitly encourage teachers to tailor their behaviour management strategies to student needs. Interventions occur in response to student needs, backgrounds and experiences.
- The school has a documented Professional Learning Plan that includes arrangements for teachers to develop their knowledge and skills in ensuring student engagement and managing student behaviour.

Affirmations:
- Clarity about how students are expected to behave is enhanced in some classes by the explicit teaching of expected behaviours by teachers.
- A range of data has been used by school leaders to inform decision making, identify areas for improvement and enhance the teaching and learning cycle.
- The school's Responsible Behavior Plan for Students (RBPS) clearly defines preventive, supportive and corrective behaviour management strategies and processes.
- Students are actively engaged in the development and preservation of a safe, supportive and disciplined learning environment.
- Parents and community demonstrate support of the school's behaviour expectations. They know and support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences.

Recommendations:
- Continue to engage the teaching team in the development and implementation of effective pedagogical practices that enhance student learning outcomes and consolidate the positive attendance and behaviour trends.
- Further develop teacher capacity to meet the needs of vulnerable learners by adjusting curriculum, modifying pedagogy and manipulating classroom environments according to the specific needs of students.
- Enhance the skills of parents and carers by sharing relevant, research based training and information on effective behaviour management processes and practices.
- Continue to implement the *Explicit Teaching* professional learning program to further develop the knowledge and skills of all teachers.