Background:
Birdsville SS is a one teacher school with eight students located in the Central Queensland education region. The school has a second teacher who teaches science and a shared mathematics curriculum.

Commendations:
- The Principal can articulate a commitment to the management of student behaviour.
- The Principal provides opportunities for parents to access information in response to behavioural incidents.
- There is evidence that the principal pays attention to behaviour data and is presented at meetings for the information of staff members and parents.
- The school has a School Behaviour Plan.
- Staff are explicit about their desire to see a safe, supportive and disciplined learning environment.
- Some use is made of differentiated behaviour management strategies.

Affirmations:
- Some staff members gather and use data to develop their behaviour management strategies.
- Some work has been done on defining what the school behaviour expectations look like for students.
- There is some clarity about how students are expected to behave.
- It is recognised throughout the school that some students require individualised behaviour management and plans have been developed for those students.

Recommendations:
- Give high priority to ensure parents and community are aware of the school’s behaviour expectations, school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences.
- Clearly communicate the School Behaviour Plan including details of behaviour expectations in staff meetings, school newsletters, on the school website and to the school community.
- Regularly provide opportunities for parents to participate in training and/or information on behavioural support and positive parenting strategies. Establish ongoing partnerships with families, local businesses, government agencies and community organisations with the express purpose of improving student engagement.
- Develop agreed procedures and protocols for teachers to enter positive and inappropriate student behaviour into OneSchool.
- Ensure school expectations are visible throughout the school environment and are referred to regularly in a variety of ways and are evident in the behaviour of most students.
- Regularly engage all teaching staff members in professional development, including at initial induction, to ensure behaviour processes are implemented consistently across the school and are evidence based.
- Develop a whole school approach to deliver explicit teaching of expected behaviours, individualised behaviour support and feedback to guide student behaviour.
- Explore processes and programs to deliver a highly effective approach to building positive relationships, community partnerships to address the behaviour needs of every student.