Background:
Laidley District SS is located in the Darling Downs South West education region, providing learning to the community since 1909. The school currently offers educational programs for students from Prep - Year 7 with a current enrolment of 473 students. The Principal, Mr Daniel Nielsen, was appointed in 2009.

Commendations:
- The Principal and school leaders are driving a culture of high expectations and are committed to ensuring a safe, supportive and disciplined learning environment.
- The school has implemented and embedded most elements of School Wide Positive Behaviour Support (SWEPBS) Tier 1 and is positioning to move into SWPBS Tier 2.
- The school has a small number of positively stated school rules that are clearly defined, visible throughout the school and evident in the behaviour of students.
- Appropriate student behaviour is positively reinforced through the implementation of an extensive range of evidence based whole school and classroom reward systems. These systems recognise individual and whole class positive behaviours on a daily, weekly and school term basis.
- School rules and expected behaviours are explicitly taught to students through the Fortnightly Focus on weekly parade and reinforced through scheduled class lessons throughout the week. The Gotcha system reinforces students exhibiting the focus behaviours.
- Whole school, short cycle data is used to identify target behaviours to be explicitly taught through the Fortnightly Focus.
- Key elements of the school’s Responsible Behaviour Plan for Students (RBPS) are explicitly and frequently communicated to students and parents via assemblies and newsletters.

Affirmations:
- Implementing Behaviour Walls in each classroom has improved the consistent use of whole school behaviour support systems and improved alignment of teacher practice in the explicit teaching of the school rules and expected behaviours.
- Community commitment to SWPBS is clearly evident through teacher, teacher aide and parent representation on the SWPBS Committee and high attendance rates at meetings.
- School leaders and teachers are entering positive behaviour incidents in OneSchool.
- Teachers are consistently implementing the Classroom Management Process. Posters and visuals outlining the process are displayed in all classrooms. Students can articulate the steps in the process and parents are aware of the consequences for inappropriate behaviour.

Recommendations:
- Develop a concise, one page SWPBS Action Plan that drives the timely implementation of key strategies. Share and develop ownership amongst all staff members.
- Revisit definitions for minor and major behaviours and clearly identify when OneSchool behaviour incident recording will occur and when contact is made with parents. Embed reporting and contact expectations into the Classroom Management Process.
- Extend OneSchool data analysis to include a focus on year level achievement, effort and behaviour outcomes. Ensure identified trends are included in school data plan conversations.
- Further utilise short cycle behaviour data to track the effectiveness of intervention strategies.
- Formalise the use of an Effort and Behaviour Matrix to improve the consistency of teacher judgements in the reporting process. Consider using the matrix as a tool for students to reflect and receive feedback on their behaviour.
- Continue to build staff capacity to support student behaviour and consistently implement school processes through targeted professional development.