COMMENDATIONS:
- The school has a positive learning environment that actively engages students in learning and promotes the value of education.
- A rewards system *Ticks* is in place that is highly valued and understood by all staff members, students and parents. Students can earn *Ticks* to receive vouchers and purchase books. Students can also earn *Merit* certificates for the completion of their targeted goals. Outstanding work is displayed in the school *Frame*, located on the wall as you enter the classroom.
- The school regularly provides camps, excursions and trips to broaden student’s experiences.
- There is strong parent involvement and support for the school through the Parents and Citizens’ Association (P&C) where a parent from every family usually attends meetings.
- The culture of the school is caring and supportive with positive and respectful relationships between students, teachers and parents. The school prides itself on the way students are treated as individuals and encouraged to do their best.

AFFIRMATIONS:
- The school is developing a learning culture where students value education and recognise the importance of regular school attendance, where students see themselves as learners.
- The school has three values: *Be Safe, Be Responsible, Be Respectful*. These values are well known by staff members and students.
- The school uses data to monitor student progress and make amendments to the Responsible Behaviour Plan for Students (RBPS).
- Close links with cluster schools has been established to help overcome problem or disadvantage caused by isolation. The school teams up with other schools to provide opportunities that otherwise would be impractical.
- The School is committed to Explicit Instruction as the pedagogical framework and is working to embed it in the classroom.

RECOMMENDATIONS:
- Continue the explicit teaching of the three values, *Be Safe, Be Responsible, Be Respectful*, regularly promoting and explicitly teaching them to all students and as the basis of conversations.
- Develop a matrix that clearly describes the requirements necessary to receive an A-E result on the school reports in the areas of Behaviour and Effort.
- Regularly review the schools RBPS and clarify the schools behaviour agenda. Include all staff members, students, parents and members of the wider community in this review process to ensure buy in by all concerned.
- Continue to work on improving students behaviour at all times of the school day, by reviewing student conduct in all situations including the classroom and at lunchtimes. Consider reviewing playground duty practices of all staff members.
- Formalise existing reflective practices to ensure each teacher receives regular, meaningful written feedback on specific elements of their teaching and learning practice. Align process with professional development and consider implementing a formal mentoring model.