Background:
Ubobo SS is situated in the Boyne Valley, a rural area 80 kilometres southwest of Gladstone, within the Central Queensland education region. This one teacher school was established in 1927 and has a current enrolment of 18 students from Prep – Year 7. The Acting Principal, Jason Manttan, has been in the position since July 2014.

Commendations:
- The Acting Principal and staff members are committed to the provision of a safe and supportive learning environment for all students.
- Staff members record incidents of positive and inappropriate behaviour in OneSchool. This data confirms the move to a positive approach to managing behaviour.
- The school is well resourced with areas established for whole group, small group and individual work settings. The learning spaces are used effectively to develop a disciplined learning environment.
- Students are aware of the school’s expectations and consequences of inappropriate behaviour.
- Parents are supportive of the behaviour management processes used at the school.

Affirmations:
- The school has reviewed the behavioural expectations and established four school rules: Be Safe, Be Responsible, Be Respectful and Be a Learner. These rules are known and promoted as the common succinct language to use when discussing behavioural expectations.
- The school is developing a School Wide Expectations Teaching Matrix to clearly and succinctly define these rules and specific behavioural expectations across all school settings. A suite of posters featuring students has been developed that demonstrates rules and behavioural expectations in action.
- The school has a positive reward system in place: Manttan Dollars-Rewards Auction. Certificates linked to school rules are presented on parades to further reinforce positive behaviour.
- The school has enacted an attendance strategy aligned with the Every Day Counts initiative.
- A Pre-Prep program has been established to support a child’s transition to school.
- Year 6 and Year 7 students are participating in a transition to Junior Secondary program.
- Individual Behaviour Plans have been developed for students with high and complex behavioural needs in collaboration with external agencies.

Recommendations:
- Review the Responsible Behaviour Plan for Students (RBPS) to ensure that it is reflective of the required policy requirements and current initiatives. Consider using the Schoolwide Positive Behaviour Support (SWPBSD) framework to review the effectiveness of school rules and the current school wide universal system.
- Further develop signage that clearly defines the rules and associated behaviours to make these very visible across all school settings.
- Develop a Professional Learning Plan that details the opportunities for all staff members to develop their knowledge and skillset around behaviour management.
- Develop a set of agreed procedures and protocols in relation to the collection of minor and major behaviour data. Continue to use the OneSchool class dashboard to analyse student behaviour, attendance and achievement data at a student and systems level to evaluate the effectiveness of classroom management strategies and enhance student learning.
- Consider implementing a whole school Social Skills program to ensure that students are taught skills for dealing with conflict, getting along with others and showing persistence as a learner whilst at school.
- Continue to forge productive and positive relationships with the wider school community.