Background:
Gin Gin SS is located in a regional rural community, approximately 50 kilometres west of Bundaberg. It is a low-socio economic area with many families living on small acreages. The school, which is a School Wide Positive Behaviour Support (SWPBS) school, has a current enrolment of 342 students. Current Principal, Mrs Helen Davis, was appointed to the position in 2008.

Commendations:
- The school behaviour expectations: Be Safe, Be Responsible and Be Respectful, are visible throughout the school, are known by all staff members and students, and form a basis for all behavioural conversations (both positive and negative).
- The SWPBS Committee include staff representatives who regularly review school data relating to behavioural incidents and use this data to review the effectiveness of interventions. The repurposing of the reflection room is an example of this.
- Individual support profiles have been developed for students with high behavioural needs. The Check in–Check Out program has been developed and implemented to support these students consistently across all classroom and non-classroom settings.
- Positive behaviour is reinforced through the Bee Band rewards. These awards provide students with feedback for engaging in expected school behaviour.
- The School Wide Expectations Teaching Matrix defines the school rules and specific behavioural expectations across all school settings. These expectations are communicated to students by the Deputy Principal at weekly cohort assemblies.
- The Chaplain provides highly supportive intervention programs which are valued by the whole school community.
- The Principal and Deputy Principal are seen to be supportive of teachers in responding to major behavioural incidents.

Affirmations:
- A significant number of teachers have been trained in profiling. These teachers spoke positively about the effectiveness of the training.
- The Deputy Principal uses behavioural data to inform decision-making with information entered into a database daily. The database is used to track the effectiveness of the school’s behaviour management program and to identify specific behaviours that may need to be revisited in the instructional process.
- A variety of programs have been implemented, including: Breakfast Club, Robotics and Garden of Learning. These programs are used to engage students and increase motivation to attend school.

Recommendations:
- Continue to provide opportunities for staff professional learning. The classroom profiling program provides an excellent example of how the school can develop a school wide, self-reflective culture focused on student engagement.
- Consider providing information and opportunities to develop parents’ skills and understanding of the school’s positive approach to managing behaviour.
- Encourage all staff members to record incidents of positive behaviour and outstanding student achievements in OneSchool.
- Review the implementation of the Social Skills Program and High 5 bullying strategy to ensure that these initiatives are being consistently delivered throughout the school.
- Consider using the SWPBS team feedback process to develop a shared understanding of the purpose of interventions.
- Review what constitutes high standards and clear expectations for behaviour, attendance and engagement with all staff members. Consider aligning these standards to the semester reporting processes.