Background:
Elliott Heads SS is located approximately 20 kilometres outside of Bundaberg within the North Coast education region. The P - 7 school has a current enrolment of approximately 100 students. The current Principal, Teeny Patterson, has been in the position since 2008.

Commendations:
- Student behaviour at the school is generally of a high standard. All members of the school community, including staff members, parents and students commented on the significant improvement in the student behaviour in recent years.
- The Principal has shown strong leadership in the ongoing analysis and review of behaviour management processes and school expectations and has determined, in consultation with community, that the development of a whole of school framework, namely Schoolwide Positive Behaviour Support (SWPBS), is appropriate for ensuring consistency of approach and developing a positive culture around behaviour.
- The school team has recently reviewed the ways in which positive behaviours are acknowledged and has developed a school wide system, namely Class Passport, which acknowledges students who uphold the school’s behaviour expectations.
- There is strong sense of team among staff members, who feel optimistic and confident that the SWPBS is a robust framework that will develop and flourish over time.
- Community awareness of the school’s expectations and the SWPBS framework is high, evidenced by the rigorous conversations with parents about what it means to be an SWPBS school.

Affirmations:
- The school has collected data about positive and inappropriate occurrences of behaviour and is undertaking some significant work to promote higher attendance.
- A Responsible Behaviour Plan for Students (RBPS) exists, which articulates the four school wide expectations: Be Responsible, Be Respectful, Be Safe and Be an Active Learner
- A regional coach has been engaged to ensure the appropriate roll-out of SWPBS across the school, as well as the Schoolwide Evaluation Tool (SET) used to gather data about current systems and processes.

Recommendations:
- Continue to deepen understanding of the underlying principles of SWPBS and ensure appropriate professional development and professional dialogue take place with staff members and the school community.
- Invest in more substantial signage throughout the school.
- Work with community to continue the move from controlling inappropriate behaviours in the school, to the promotion and teaching of positive behaviours associated with the school’s identified expectations for positive values and behaviours.
- Continue to communicate expectations for behaviour widely, through assemblies and school newsletters so that the whole school community understands the high expectations that are being established.
- Monitor the teaching of expected behaviours, including the behaviours associated with effective learning so that a consistency of practice is strengthened and maintained.
- Assess the processes involved in Reward Days and consider developing a matrix of behaviours that students are required to demonstrate to receive an invitation.
- Encourage teaching staff to make stronger use of class dashboard, in particular to regularly monitor class attendance rates. Consider a move to electronic roll-marking.