Background:
Oakey SS is located in the Darling Downs South West education region. The current enrolment is 371 students. The school is an Indigenous Focus School and has been a Low Socio-Economic National Partnership School until September 2013. The Principal, Scott Pacey, was appointed in October 2013.

Commendations:
- The school has implemented a social emotional program. The You Can Do It (YCDI) program focuses on the skills of Getting Along, Confidence, Organisation and Persistence, and Resilience. The school has aligned Student of the Week awards to the YCDI Keys to Success.
- The Wellbeing Team meet on a weekly basis to identify support interventions required for students with high behavioural needs.
- Individual behaviour plans have been developed for students with high behavioural needs.
- Positive behaviour is reinforced through the House Gotcha’ awards which provide students with feedback for engaging in positive behaviour.
- Parents are supportive of the behaviour management processes used at the school.

Affirmations:
- Some staff members are using the YCDI Keys to Success as a framework for personalising student learning goals and challenges.
- The school has implemented a range of group programs and initiatives to teach responsibility and teamwork skills. These include: Drumming, Be You Girls Program, Boys Program and Shine.
- The school has developed some significant community links with the Police Citizens Youth Club, Meals on Wheels and Oakey State High School through the Agricultural program.
- The school has also implemented a Steps to Prep program to support the transition to school.
- Special needs classes have been redesigned to cater for learning and behavioural needs of students.
- Staff members have started to record behaviours (positive and inappropriate) in to OneSchool.
- The school has implemented Facebook as a communication strategy to engage the community living in rural areas.

Recommendations:
- Continue to foster student wellbeing through the YCDI program. Consider using the five keys as a basis for developing student learning behaviour goals aligned to the school improvement agenda.
- Review the Responsible Behaviour Plan for Students (RBPS) to ensure a small number of positively stated school wide behavioural expectations are explicitly contained within it and systematically implemented across all areas of the school. Consider building upon the existing Wellbeing Team to drive this review and collaboratively develop an explicit, detailed and positive approach to managing student behaviour in consultation with the school community.
- Provide professional learning opportunities and feedback to staff members in the implementation of effective pedagogical and classroom management practices. The implementation of a school based collegial support program to revisit the implementation of the Essential Skills for Classroom Management (ESCM) and the Classroom Profiling program may be considered.
- Review the data collection process to ensure that the full range of behaviour incidents, including positive instances are recorded. Develop protocols around data collection to ensure data is purposeful, valid and reliable. Consider storing this information in OneSchool to enable staff members to fully utilise the functionality of Classroom Dashboard.
- Collect and analyse behaviour, achievement and attendance data, at student and systems level, to evaluate the implementation and effectiveness of the school’s behaviour plan, and student learning interventions. This should form the basis of teacher discussions on the implementation of differentiated behaviour and learning strategies to engage the range of learners within all classrooms. This information could also be used to review the school’s attendance strategy.