Background:
Lockrose SS was opened in 1905 and is situated in the heart of the Lockyer Valley, halfway between Ipswich and Toowoomba, within the Darling Downs South West education region. The P – 7 school has a current enrolment of approximately 50 students. Current Principal, Stephen Hallahan, was appointed to the position in 2003.

Commendations:
- The school wide behavioural expectations: Be Respectful, Be Safe, Be a Learner, Be Responsible, are known by students and staff members. These expectations are highly visible throughout the school grounds and linked to the school mascot: Lockie Lizard.
- The Principal places a high priority on developing the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies. This is achieved through a regular, school based, Triple P (Positive Parenting Program) and fortnightly newsletter articles promoting parenting skills.
- A School wide expectations matrix is in place. Lessons detailing expected behaviours have been developed and are explicitly taught.
- All staff members are provided with professional development around the Essential Skills for Classroom Management (ESCM) and Schoolwide Positive Behaviour Support (SWPBS).
- The school newsletter regularly outlines the school rules and provides specific behaviour examples linked to each teaching focus.

Affirmations:
- The school has recently adopted the KidsMatter! Primary program, as a flexible, whole school approach to improving student’s mental health and wellbeing.
- The Responsible Behaviour Plan for Students (RBPS) has been reviewed to ensure it reflects current practice. Parents and Citizens’ Association (P&C) representatives discuss the detailed description of the school’s behaviour practices provided by the Principal at P&C meetings.
- To prepare senior students for Junior Secondary, a number of transition days with local secondary schools have occurred for Years 6 and 7 students. The Principal has led senior students and their families through the enrolment process to ensure that students are enrolled in a secondary school for next year.
- As reward for positive behaviour, students receive Gotcha Rewards. These reward cards are linked to weekly, term and yearly awards. Individual class teachers also have their own reward systems in place.
- The school has adopted the anti-bullying strategy, Hi 5: Ignore, Walk Away, Talk Friendly, Talk Firmly, Report.

Recommendations:
- Review lunchtime eating and play-time practices. Ensure that activities are provided to engage students and that staff members are able to monitor students around expected behaviours during out of class time.
- Build on the behaviour data gathering process and provide regular and formal opportunities to review the data captured through both the school and classroom reward processes and OneSchool data. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded.
- Continue to promote OneSchool as a place to record positive and inappropriate behaviours. Provide further clarity around when a OneSchool report is to be made for inappropriate behaviour. Staff members’ training around OneSchool and how to write a OneSchool report to be part of this process.
- Continue to enhance the schools SWPBS approach to behaviour management by accessing Tier 2 level.
- Embed the process whereby the Principal formally observes lessons. Continue to provide verbal and written feedback to teachers and teacher aides regarding behaviour management and the implementation of the school’s pedagogical framework, with a view to ensuring that all students are engaged in quality learning every day.
- Explore the introduction of student set goals and targets for behaviour and attendance. Have students monitor their targets and celebrate when achieved.