Background:
Humpybong SS, located at Margate, is one of the oldest schools in the Greater Brisbane area. The school has a population of 778 students including 61 Indigenous students and 61 Students with Disability (SWD). The Acting Principal, Mr John Clegg, has been at the school since the beginning of 2013.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- The school has developed an Anti-Bullying program and Responsible Behaviour Plan for Students (RBPS) that includes rules and weekly lessons to support teachers.
- The school regularly communicates the expectations for student behaviour to students and their parents at enrolment, through the newsletter, school website, and at weekly assemblies.
- The school builds partnerships with parents, families, government agencies and community organisations to develop and implement Individual Behaviour Plans, to support student engagement and learning outcomes.

Affirmations:
- Teachers are encouraged to develop classroom rules that complement their cohorts and their personal approach to behaviour management.
- The Chaplain works strategically with the Guidance Officer, through student services meetings, to conduct a range of programs, to support individual students and groups of children.
- Teachers routinely record inappropriate behaviour incidents in OneSchool. Some teachers are beginning to record positive behaviour in an ad hoc manner.
- The school supports the staffing of the on-site maintenance of the regional Management of Young Children Program (MYCP) and models the delivery of Get Real for older students with behavioural issues on MYCP best practice.

Recommendations:
- Reinvigorate School Wide Positive Behaviour Support by revisiting Tier 1 Universal strategies and baseline data. Routinely interrogate data sets with staff members to inform changes to school processes.
- Include, positive student behaviour data regularly entered in OneSchool and the use of collaboratively developed procedures and protocols in the documented school data plan.
- Continue to provide regular opportunities to engage the full range of parent representatives in developing the school’s approach to behaviour management and communicate this in a variety of ways.
- Develop the skills of parents by providing them with information about high quality evidence based training on effective behaviour strategies, to support the work of the school.
- Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.