Background:
Theodore SS is a co-educational school with an enrolment of approximately 150 students from Prep-Year 10. The Acting Principal, Ms Donna Drinkwater, commenced at the school in October 2013.

Commendations:
- The current Principal, Head of Department and staff members are all committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- The school has established effective links with local business and community organisations through work experience programs, fundraising events and various curriculum initiatives.
- The initial work with School Wide Positive Behaviour Support (SWPBS) has impacted positively on teacher student relationships in the primary school.

Affirmations:
- Students wear the uniform with pride and, in general, have a strong sense of belonging to the school community.
- The emerging school behaviour expectations of Learning, Respect and Responsibility, are beginning to impact positively on student behaviour and provide the basis for both positive and negative student behaviour conversations.
- The Parents and Citizens’ Association (P&C) support and endorse the Responsible Behaviour Plan for Students (RBPS).

Recommendations:
- Develop a school wide commitment and understanding of what constitutes high standards of behaviour, attendance and engagement. Ensure that these standards and associated expectations are effectively communicated to all school community members and rigorously enacted.
- Continue to establish clarity around how students are expected to behave by delivering targeted lessons to inform student behaviour standards. Strengthen these messages through presentations on parade, school signage and classroom displays.
- Collaboratively develop a suite of preventive, supportive and corrective behaviour management mechanisms to ensure ongoing appropriate behaviour is evident in all classrooms all of the time.
- Develop agreed procedures and protocols for entry into OneSchool of positive and inappropriate student behaviour and attendance data. Implement accountability procedures to ensure that the data is complete and accurate.
- Develop a systematic process involving the regular, collaborative analysis of student behaviour data to evaluate the effectiveness of the school’s RBPS and its associated interventions.
- Create a Professional Learning Plan that systematically provides opportunities for staff members to further develop their capacity to optimise student engagement and behaviour. Where appropriate, the Professional Learning Plan should reflect research evidence, international experience and learning from other schools.
- Enhance the skills of parents and carers by sharing relevant, research based training and information on effective behaviour management processes and practices.
- Build teacher capacity to meet the needs of vulnerable learners by adjusting curriculum, modifying pedagogy and manipulating classroom environments according to the specific needs of students.
- Assist teachers to improve classroom teaching and learning processes by creating opportunities to share effective teacher practice. Build the collaborative skills of teachers by making time and space for critical reflection.