Background:
Carbrook SS opened in 1877 and is located in Logan in the South East education region. The school has a current enrolment of approximately 453 students. The Principal, Kim Egan, was appointed to the school in 2011.

Commendations:
- All students and staff members are able to recall and expand the four school expectations of: Be Safe, Be Respectful, Be Responsible and Be a Learner.
- The use of Carbrook language, such as, Locked in Eyes, Excellence over the Shoulder and Hold Carbrook’s Heart in your Hands has a powerful connection for the whole school community.
- The Principal and Leadership Team are driving a positive approach to managing students. This agenda is couched in terms of high standards and expectations of student behaviour and learning outcomes.
- Students and parents speak fondly of caring teachers and a caring school that develops skills for the future. There is a strong sense of pride and energy at the school among the parents, staff members and students.
- Teachers are committed to the processes to support student engagement through the use of, the Traffic Light Chart, data tracking sheets, Gotchas Awards and Reflective Journals. The rewards and consequences for chosen behaviours are known by staff members and students.
- The school’s website and newsletters are most engaging and effectively used to communicate information.
- The school has developed a Traffic Light continuum of evidence based interventions to respond effectively to inappropriate student behaviour, extending from the least intrusive, corrective feedback, to the most intrusive, referral to the office.

Affirmations:
- Staff members feel extremely well supported by the Administration Team.
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS).
- The school has an active School Wide Positive Behaviour Support (SWPBS) Committee.
- The school is working with two local high schools to discuss pedagogy and undertake shared professional learning to support Years 6 and 7 students in the transition to Junior Secondary. Class teachers are providing timetabled specialist transition lessons, homework and assignment planning strategies.

Recommendations:
- Use the judgements guide for A-E behaviour to develop one for Effort, to ensure consistency during moderation.
- Develop a whole school Professional Learning plan for all staff members and align with regional and school priorities and individual needs that will frame the current process for the Developing Performance Framework (DPF) plans.
- Consider reviewing the current process of data collection around minor incidents to be recorded in OneSchool for a balanced data capture set. Ensure the processes and protocols around data entry are manageable and meaningful.
- Continue to build classroom teachers’ data literacy to collect, analyse, interpret and act on student data in order to frequently and independently support students, in terms of their attendance, behaviour and learning.
- Continue to explore strategies to actively engage the full range of parent representatives in developing the school’s approach to behaviour management.