Background:
Coorparoo SS is located in an inner city suburb of Brisbane. The school currently offers educational programs for students from Prep - Year 7. The school has in place an enrolment management plan with approximately 792 students currently in attendance.

Commendations:
- A strong culture of respect and caring relationships has existed in the Coorparoo school community for some time. Students, teachers and parents however, all acknowledge the significant impact the recently introduced SOAR (Be Safe, Be Organised, Be an Active Learner, Be responsible) program has had on galvanising the shared values and behavioural expectations across the school, through the use of a common language.
- The school has very strong community links and is well known in the district for its warm, supportive school culture, high expectations and quality teaching and learning programs.
- The school has a small number of positively stated school wide expectations and values, which are highly visible throughout the school environment, continually communicated, and are evident in the behaviour of a diverse student population.
- The Principal and other school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that high expectations and student engagement are key to improved student learning.
- The leadership and detailed action planning associated with the implementation of School Wide Positive Behaviour Support (SWPBS) has achieved outstanding results during 2013 and is based on the highly collaborative research conducted in 2012.

Affirmations:
- Teachers have readily accepted the SWPBS philosophy of focusing on and rewarding the positive student behaviour they wish to see and the SOAR Rewards Program has been very successful in its inaugural year.
- OneSchool is used consistently by teachers to track positive, major and minor student behaviour.
- The work of the Student Support Team is to be highly commended in supporting a range of high needs students and families.

Recommendations:
- Continue to build the continuum of evidence based strategies and associated resources with teachers to support the explicit teaching of the social skills that are embedded in the newly developed expectations matrix.
- Continue to develop proactive small group programs for targeted groups, to support the school’s high quality individual case management carried out by the Student Support Team.
- Continue to explore opportunities for engaging parents to learn how they can support their children’s learning and behaviour through Awareness Sessions, online podcasts, and community partners such as Jabiru Kids.
- Clarify protocols and expectations for teachers in relation to OneSchool entries, the use of the SOAR Rewards Program, teacher - parent contact, and consequences for inappropriate behaviour.
- Continue to engage all staff members in ongoing professional development in evidence based behaviour support strategies and interventions.
- Consider the development of a criteria matrix to assist teachers in making judgements about student behaviour and effort to support school reporting.
- Continue to develop long term sustainable partnerships with other schools, local businesses, and community organisations to support the welfare, engagement and extension needs of all students.
- Consider strategies such as mentoring, to build differentiation within the rewards program, which will allow the development of leadership and personal skills for older students in line with the gradual release curriculum model. This will also further enhance student voice in the school.