Background:
Burpengary Meadows SS was opened in 2007 and is located in Brisbane, within the North Coast education region. The Prep to Year 7 school has a current enrolment of approximately 611 students. The Principal, Elizabeth Mackie, was appointed to the position in 2010.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has developed a set of positively stated and visibly school wide expectations: Respect, Believe, Strive. These expectations are communicated in a variety of ways.
- Staff members are effectively using a range of innovative and proactive reward systems across the school, such as, Positive Certificates, Behaviour Passport Awards: Bronze, Silver and Gold, and Gotcha Awards for students nominated by the class teacher to affirm behaviour and effort success.
- The school has an ongoing commitment to pedagogy through the Art and Science of Teaching (ASoT) and has offered staff members training in Essential Skills for Classroom Management (ESCM).
- The strong and embedded links with businesses, agencies and the governmental departments to build parent and community capacity evidenced by programs such as, 123 Magic, Triple P and Early Years Centres. These programs are innovatively enhancing student engagement.
- Strong data collection processes are enacted in the school: Reflection Room, Anti-Bullying audits and class profiles. Positive actions, as well as, minor and major incidents of student behaviour are being recorded in OneSchool by key coordinators.

Affirmations:
- The Parents and Citizens’ Association (P&C) have endorsed the school’s Responsible Behaviour Plan (RBPS).
- The school has embedded the Developing Performance Framework (DPF) planning approach and feedback processes for staff members, by adopting observations and classroom profiling.
- Systemic data collection of minor incidents are analysed at fortnightly behaviour meetings and shared with staff members at staff meetings, via OneNote and OnePortal sites and with the P&C.
- Staff members are effectively using a range of innovative and proactive strategies across the school, such as, whole school High 5 Strategy, Student Leadership Program, Reflection and Games Room, Drumbeat, and Girls and Friends Programs for various targeted groups to build resilience.
- The implementation of the Communication Symbol Lanyards in the Reflection Room to demonstrate differentiation and scaffold student management.

Recommendations:
- Continue to build classroom teachers’ data literacy skills by linking electronic school systems on OneSchool and Class Dashboard to record, analyse and act on student data in terms of their attendance, behaviour and learning.
- Consider developing explicit behaviour teaching episodes to include the reviewed school expectations as appropriate from early years to seniors. Ensure alignment between the delivery of expectation lessons delivered by all staff members, with ongoing reinforcement, and incidental learning scaffolded by classroom teachers.
- The Learning Enrichment Committee is initiating the Individual Support Plan: Partnership Agreement and reviewing individual student learning and behaviour data to capture individualised intervention strategies.
- Continue to explore ways to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.