Background:
Boronia Heights SS was established in 1990 and is a Prep to Year 7 community of approximately 650 students. The current Principal, Daniel Duke, was appointed in March 2011.

Commendations:
- The school has been a School Wide Positive Behaviour Support (SWPBS) school since 2010. The SWPBS team action plan and associated documents clearly define implementation areas, tasks, timelines, roles and responsibilities of staff members driving this agenda within the school.
- The Principal, leadership team and staff members are united and committed to providing a safe supportive and disciplined learning environment. They understand and are working towards consolidating the reciprocal relationship between academic success and social behaviour.
- Staff members, students and parents acknowledge the positive culture change in relation to student behaviour and uniform standards as a result of the explicit procedures and clear expectations in place.
- The behavioural expectations known as The 4 Boronia Bs: Be Safe, Be Respectful, Be Considerate and Be a Learner, are visible in classrooms and are known by staff members and students.
- Positive behaviour is acknowledged through the Gotchas and Rewards days, which provide students with incentive for engaging in expected school behaviour within the playground and classroom.

Affirmations:
- There is a strong, optimistic commitment by staff members to the school wide approach to managing student behaviour.
- The school is transitioning to Tier 2 SWPBS, which will provide opportunity to consolidate school wide processes and develop targeted intensive intervention for identified students.
- The school based behaviour support teacher (BST) provides advice to teachers and support to students with emotional, social and behavioural difficulties.
- The school operates a Behaviour Room where students are supported in making responsible choices.
- A Yellow Book supervised play system has been implemented for students with behavioural needs.
- The Parents and Citizens’ Association (P&C) articulated that there is strong and growing support for the school’s discipline standards within the wider school community.
- A range of group programs and individual interventions including: EarthKeepers, Speed Soccer, Anger Management, Sisterhood, are implemented to engage students and focus on positive participation.

Recommendations:
- Continue to consolidate Tier 1 SWPBS processes and interventions, including the regular analysis of OneSchool behaviour data and progress implementation of Tier 2 interventions for identified students.
- Analyse behaviour, achievement and attendance data, at student and systems level, to evaluate the implementation and effectiveness of the school’s behaviour plan, interventions and attendance strategy.
- Review the implementation of SWPBS lessons, to ensure weekly topics are relevant and being consistently delivered in all classrooms. Consider implementing a social skills program linked to learning to develop sustainable social and emotional competencies for all students.
- Develop a continuum of proactive, evidence based interventions for inappropriate classroom behaviour. Encourage and support all teachers to adjust curriculum, modify pedagogy, and manipulate classroom environments according to specific student needs, backgrounds and experiences.
- Revisit the implementation of the Essential Skills for Classroom Management (ESCM) program. Build upon the collegial culture and develop a collaborative coaching/feedback program.
- Develop a process around behaviour and effort ratings to ensure whole school consistency of teacher judgement to include timely student feedback to enable self regulation.
- Build upon the high expectations of student behaviour across the school to maintain the momentum of student engagement and academic achievement.