Background:
Watson Road SS is a multicultural school located in the Metropolitan education region. The school has a current enrolment of 176 students from Prep- Year 7. The Principal, Mr Darren Ball, was appointed in July 2010.

Commendations:
- The Principal and other school leaders routinely review the range of school achievement, attendance and behaviour data to monitor the effectiveness of the Responsible Behaviour Plan for Students (RBPS). Staff members, parents and community leaders engage in ongoing adjustments to the RBPS, based on the data available.
- The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour is crucial to achieving and maintaining a safe, supportive and disciplined learning environment. There are significant examples of how data is used to optimise organisational arrangements resulting in improved behavioural outcomes.
- The school actively engages with several local high schools to progress the Junior Secondary agenda. The activities include Mission Australia transition programs, sharing of pedagogy between primary and secondary teachers and the involvement of high achieving students in extension programs offered at three secondary schools.
- The school behaviour expectations of Be Safe, Be a Learner, Be Kind and Be Respectful, are highly visible throughout the school, known by all staff members and students, and form a basis for both positive and inappropriate behavioural conversations.
- The Principal and other school leaders are to be commended for their strategic partnerships with an extensive range of families, local businesses, government agencies and community organisations with the express purpose of maintaining student engagement with learning.

Affirmations:
- Some teachers are recording incidents of positive behaviour in OneSchool.
- Respectful and caring relationships are reflected in the ways in which staff members, students, and most parents interact in the implementation of behaviour processes.
- Teachers use a range of differential positive behaviour strategies to engage the full range of learners in their classrooms.
- Teachers differentiate reading for the range of learners in their classrooms and welcome support to strengthen their differentiated teaching delivery.

Recommendations:
- Collaboratively develop a sustainable process for staff members to record positive behaviours in OneSchool. This provides another form of teacher reflection on the effectiveness of differentiation strategies being planned and delivered for individual student learning.
- Continue to review the RBPS through a consultative process involving staff members, students and parents. This routine process ensures that all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Continue to support the skill development of parents by providing them with information on the range of high quality evidence based training and information on effective behaviour strategies locally available.
- Maintain the extensive strategic partnerships with families, local businesses, government agencies and community organisations, with the express purpose of improving student engagement.