Background:
Aspley SS is a P - 7 school located north of Brisbane, with a current enrolment of approximately 700 students. The school became an Independent Public School (IPS) in 2014. Current Principal, Mr Andrew Duncan, was appointed to the school in 2009.

Commendations:
- The tone of the school is strong. Students, staff members and parents speak proudly of their school, all commenting on exceptional behaviour and respect which are evident throughout all areas.
- Student behaviour is exceptional, with students displaying high expectations for behaviour for their peers and other members of the school community.
- Expectations for behaviour are highly visible throughout the school, with significant signage in place to guide all school community members around the Code of School Behaviour.
- A high level of trust is evident in the school community. Parents talk about the trust they hold for the Principal, Deputy Principals and teaching staff. Teaching staff display a high level of trust in the school leadership.
- The Principal and school have a strong reputation in the community. The parents value the Principal’s newsletters and community coffee sessions.
- High quality communication occurs between the school and community.
- The leadership team is working well to establish a consistent language around behaviour and discipline at the school.

Affirmations:
- Data concerning behaviour is recorded on OneSchool.
- Four positively stated school wide expectations have been developed and include a statement about learning.
- All staff members have engaged in professional development around effective behaviour management.
- The process for referring students to the detention room is well known and understood by staff members and students.
- Teachers use the matrix in the Responsible Behaviour Plan for Students (RBPS) to assign grades for behaviour on report cards.
- A Chaplaincy program exists at the school and there are numerous programs and clubs for students to participate in outside the classroom.

Recommendations:
- Enhance the school’s collection of data concerning behaviour to include positive data. Use this data to drive decision making around routines and behaviour.
- Encourage staff members to communicate positive episodes of learning with parents more frequently.
- Revisit the four positively stated expectations around behaviour to ensure all students and staff members know and understand them.
- Consider developing a consistent approach to acknowledging positive behaviour.
- Consider developing a framework for consistent teaching about the four positively stated expectations across the school.
- Use the pedagogical framework, in conjunction with the RBPS to ensure all classrooms are highly engaging learning environments.
- Ensure the calm and orderly nature of classrooms is exploited so effective learning and differentiation takes place every day in every classroom.