Background:
Goodna SS was opened in 1870 and is located approximately 20 kilometres from the Brisbane Central Business District, within the Metropolitan education region. The P – 7 school has a current enrolment of approximately 852 students. Current Principal, Lee Gerchow, was appointed to the position in 2013.

Commendations:
- 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 student engagement and regular attendance are keys to improving student learning.
- The school has developed and embedded the behaviour expectations of: Care for Myself and Others; Do the Right Thing; Speak Kindly; Find Help; Turn Things Around; Be Brave and Be a Peacemaker, known as the Peace Code. These expectations are highly visible throughout the school and are very evident in the positive manner in which interactions occur across the school.
- The Peace Zone managed by the Student Welfare Officer has provided a haven for all students to access when they are feeling anxious and are having difficulty coping. The caring manner in which each child is supported through issues reinforces the appropriate strategies students can adopt when tackling these more complex situations.
- The very positive school culture that has been built around the Peace Code.
- The school has a number of pastoral care programs that access the skills of culturally appropriate personnel. For example the Indigenous Liaison Officer and the African Liaison Officer.

Affirmations:
- The school has implemented a very explicit and well documented student behaviour management processes.
- The behaviour analysis sheet ensures teachers have a meaningful and manageable way of succinctly recording information regarding students at risk.
- Teachers engage in very clear steps when dealing with breaches of the Code of Student Behaviour both in and out of class. These processes are presented through the documents, Classroom Behaviour Process and Playground Behaviour Process.
- Teachers have developed individualised class systems that complement the school system.
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school is well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015.

Recommendations:
- Develop a consistent manageable approach to capture relevant data on student behaviour deemed minor and major that is to be entered into the extensive OneSchool database. This will allow strategies to be identified that are effective or ineffective in managing the behaviours of individual students to create an optimum learning environment. Present these as a set of protocols.
- Introduce a school wide reward system to reinforce the school’s expectation beyond the classroom that acknowledges the positive behaviour of the students.
- Consider the strategic formation of a Student Welfare Team to assist the school leaders progress the explicit improvement agenda.
- Continue to engage all staff members in discussions regarding what constitutes a minor and major breach of the Code of Student Behaviour.
- Review current understanding of consequences given and then consistently apply. Ensure the standards expected are communicated broadly.
- Continue to encourage greater rates of school attendance through researching what has been successful at other schools and adapting these initiatives to the local context. Review the current procedures to include a more timely response from the teacher in regard to unexplained absences. Develop a very visible school statement regarding attendance.