Background:
Mutchilba SS is located 33 kilometres south west of Mareeba, within the Far North Queensland education region. The school was first established in 1939 and has a current enrolment of approximately 25 students from Prep to Year 7. The Principal, Luke Morris, was appointed to the position in 2013.

Commendations:
- The school has a very positive and respectful environment that provides a solid foundation for the effective delivery of quality teaching and learning.
- The principal is directing his time and energy to strengthen the school’s connection to the community and is doing so through a highly visible positive presence within and outside of the school grounds.
- Teacher aides play an integral role in contributing to the positive school tone and are providing a high level of quality support in the classrooms.
- The school has a set of school values and the Principal is working hard to promote these values to students through the recognition of positive behaviours such as Student of the Week.
- The school is using Gotchas to recognise, reward and celebrate positive student behaviours and has aligned this initiative to the school values of Be Safe, Be Responsible and Be a Learner.
- The school Chaplain is delivering positive socio-emotional programs, including Friends for Life and Seasons for Growth, that are providing senior students with the skills to build their resilience and perseverance.

Affirmations:
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.
- The school is using an incremental step approach to flag both appropriate and inappropriate behaviour. The steps are aligned to traffic light colours and the process is well known to students.
- The Principal has displayed a high level of understanding of the different functions of OneSchool and is routinely engaging in the Classroom dashboard functions.

Recommendations:
- Continue to promote the values of the school’s positive tone to the broader school community to ensure the school can maintain its reputation as a safe and engaging site.
- Review and renew the recently expired Responsible Behaviour Plan for Students (RBPS). The new version should align to the school rules and be shaped by staff members, community and student input to foster broad support and understanding.
- Introduce a clear and consistent process for rating individual student behaviour and effort as part of the student end of semester reports. Ensure that the process is aligned to the school rules and that it is strongly promoted to the community in order to clarify and support individual teacher judgements.
- Commence a whole school approach to entering behaviour data into OneSchool and include clarity around the delineation between minor and major incidents.
- Develop staff member’s use of the OneSchool class dashboard in order to set and monitor targets around student attendance and behaviour.
- Create a recurring behaviour and attendance agenda item at all staff meetings to ensure the effective monitoring of these areas. Use this agenda item to collaboratively create, review and refine behaviour and attendance programs and also include the celebration of data successes.
- Develop a professional development plan that includes behaviour management and use the feedback from the key stakeholders to identify and deliver to targeted areas. Staff members should include this activity as part of the staff’s Developing Performance Framework (DPF) plans.
- Design and implement formal staff member, student and parent induction programs that includes the school’s rules, routines, expectations and processes in order to maintain the school’s positive and engaging environment.