Background:
Forest Hill SS is located in the Lockyer Valley in the Darling Downs South West education region. The Prep to Year 7 school has a current enrolment of approximately 165 students. The Principal, Brooke Pickett, was appointed to the position in 2008.

Commendations:
- School leaders and staff members are committed to ensuring a safe and supportive learning environment. Respectful and caring relationships are evident between all stakeholders. This is reflected in the positive way in which staff members and students interact.
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS). The expectations are simple, consistent and embedded in practice for a clear and common understanding by all and displayed throughout the school.
- The RBPS includes a matrix to describe expected student behaviours for each of the rules, referred to as C.A.R (Care for yourself and others, Active learning, Responsibility) and is widely used to explicitly teach expected behaviours. A matrix to guide teacher judgement about Behaviour and Effort ratings on report cards is also included.
- Students were able to articulate the school Code of Conduct and their personal Behaviour Goal.
- Students, teachers and parents express a very high degree of alignment with the Leadership Team through the consistent enactment of the Behaviour Plan.
- Students are supported to engage with the school rules, expected behaviours and key school routines by the consistent implementation of the C.A.R behaviour expectations.
- There is a strong emphasis on the development of self-management skills in all students through the use of counselling and support for targeted students, to ensure they are able to meet the expectations of the behaviour support system.
- The school has developed a range of partnerships with government agencies and community groups that has enhanced student engagement and self-management opportunities.
- Positive behaviours are recorded in OneSchool and used to reinforce expected behaviours on a weekly, term and semester basis.

Affirmations:
- Data on minor incidents are effectively used. This includes short cycle data examination to inform whole school explicit teaching of school expectations for student behaviours, as well as, monthly, term and yearly reviews of data to inform decisions about next actionable steps to improve the learning environment.
- The induction program for new staff members includes the school based processes and practices.
- The C.A.R rules are further enhanced by a school wide adoption of a gradual release model of teaching and are in evidence in classrooms.
- The use of C.A.R Keys as positive behaviour reinforcements is in evidence throughout the school and is well understood in the school community.

Recommendations:
- Continue to progress the engagement of parents with the school so as to maximise their understanding and support for the school’s development of a supportive learning environment.
- Develop staff members’ knowledge and usage of Classroom Dashboard in relation to data analysis of major, minor and positive behaviours of students.
- Explore the use of OneSchool data base to record Individual Behaviour Plans for students being supported and currently being recorded on school based storage systems.