Background:
Woodridge North SS is located in Logan City, at the northern end of the South East education region. The school has a current enrolment of 520 students from Prep – Year 7. The Principal, Muriel Collings, was appointed to the position in 2004.

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 is key to improved student learning. School data reflects the positive learning environment through improved results.
- All staff members are provided with a range of regular behaviour professional learning opportunities, including an induction, to ensure there is consistency of positive language and processes. There are two trained classroom profilers who monitor the consistent application of the Essential Skills for Classroom Management.
- The school has four positively stated rules: Be Safe, Be Respectful, Be Responsible, and Be a Learner. These rules are visible around the school, known by staff members, students and parents, and form the basis for all behaviour conversations.
- The school is to be commended for the deliberate and strategic use of partnerships with families, local businesses, tertiary institutions, as well as, government and community agencies to extend the range of resources available to maintain a safe, supportive and positive disciplined environment.
- Attendance has been a focus of the school with whole school communication and strategies in the newsletter, on assembly and individual student follow-up and formal procedures as required. There are a number of positive activities in place to reward strong attendance.

Affirmations:
- Staff members support the consistent implementation of Schoolwide Positive Behaviour Support (SWPBS) and have provided anecdotal and data evidence that the consistency of practices has reduced inappropriate student behaviours by half.
- The school uses the Developing Performance Framework (DPF) process to inform the Professional Learning Plan and engage all staff members with Annual Implementation Plan (AIP) priorities.
- The recent development of the Check In/Check Out protocol and points system for learning and behaviour post suspension, is providing students with ongoing positive monitoring when returning back to school from suspension.
- Two local high schools are working with the school to progress the transition of Years 6 and 7 students to Junior Secondary.

Recommendations:
- Finalise and implement the Behaviour and Effort Matrix to assist teachers to assign consistent A-E gradings on student report cards.
- Extend transition activities for Junior Secondary to curriculum and pedagogical sharing of practice between primary and secondary teachers.
- Continue to provide all staff members with a range of regular behaviour professional learning opportunities to maintain the consistency of language and processes.
- Routinely review the full set of academic, behaviour and attendance data to monitor student learning and the effectiveness of behaviour processes.