Background:
Park Ridge SS, located in South East region, was established in 1895 and serves a student population of 570 students from Prep to Year 7 in 23 classes, including 37 students who are supported by a Special Education Program (SEP).

Commendations:
- The Principal led a consultative process with all staff members, students and parents resulting in the documentation of a comprehensive Behaviour Management Plan. The plan is explicit, evidence based, detailed, grounded in research and is available to all parents on the school’s website.
- The school behavior expectations of Safety, Responsibility, Respectfulness and Learning are visible throughout the school, and known by all staff members and students and many parents.
- Student leader engagement and raising community awareness is contributing to the effectiveness of the school’s Social Emotional Learning (SEL) program.
- The school has undergone a significant cultural shift in improving levels of student behaviour. A substantial decrease in Student Disciplinary Absences and increased levels of staff, student and parent satisfaction with the school is evident.

Affirmations:
- The school has a high functioning Supportive School Environment Committee that monitors the health and wellbeing of both students and staff members.
- The school has a bank of explicit learning episodes based on the You Can Do It! program as a part of the wider school’s SEL program.
- Teachers and support staff members record all major behaviour incidents in OneSchool.
- Parent awareness of negative behaviour incidents is high with well documented and implemented strategies in place to engage parents early with inappropriate behaviour.

Recommendations:
- Develop staff members’ skills in furthering student engagement with learning programs.
- Create a school policy that encourages staff members to record incidents of positive behavior.
- Develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies, to support the work of the school.
- Develop a more explicit understanding of the link between positive behaviours and rewards for teachers and students. Ensure school wide consistency in language and strategies used to address both positive and negative behaviours.
- Create a matrix for the awarding of effort and behaviour grades on report cards.