Background:
Grosmont SS was established in 1957 to meet the educational needs of families in the local farming and pastoral industries and is located in Wandoan, within the Darling Downs South West education region. The P - 7 school has a current enrolment of approximately 5 students. The Principal, Robyn Westman, was appointed to the position in April 2014.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2014. The RBPS includes the four expected behaviours which are based on the school’s values, which are represented by the acronym ROAR (Respect for one another, Open and honest communication about our learning and relationships, A positive attitude towards becoming life-long learners, Responsibility for our actions, our attitude and our learning).
- The RBPS has a matrix outlining the expected behaviours the school expects students to display. These expectations are made available to all families on the school’s website and in the Induction Handbook for Parents.
- The Principal and staff members are driving an explicit agenda to actively engage students in their learning; this is evidenced by the use of the gradual release model for teaching for individualised focused learning. Students report that the learning they do in class is just right for them to learn successfully. Parents reflect this view and indicate they are well informed about their child’s learning development.
- Positive student behaviour is reinforced through a range of whole school celebrations for positive behaviours. These celebrations are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly and term basis. Students especially value the True Blue system to recognise their positive efforts.
- The school has a process to record positive behaviours, as well as, minor and major entries in OneSchool.
- The Principal is working closely with local high schools and families of students in Years 6 and 7 in the successful transition to Junior Secondary school in 2015.

Affirmations:
- The school responds to changing trends in student data with explicit lessons that are the focus for the fortnight and are reported in the school newsletter to be followed at home.
- Parents of the school report that students use the language of High Five problem solving strategy (Ignore, Talk Friendly, Walk Away, Talk Firmly, Report) at home to aid their communication, social skills and resilience with siblings and peers.
- A feature of the supportive learning environment for the school is the high level of parent engagement and knowledge about school processes. Parents report that the small school environment means they are well informed, actively encouraged to participate, and that their children receive a lot of one-on-one support for their learning.
- Teacher aides at the school play a very active and diverse role in creating a learning environment that is very supportive of academic and social development.

Recommendations:
- Consider extending the value of Safety more explicitly into the school’s expected behaviours to reflect the already strong focus on student safety in the school.
- Further explore the use of Class Dashboard as an aid to short cycle monitoring of student trend data in attendance, behaviour and academic development.
- Continue to monitor and influence the improved attendance of students at school to reflect the school’s alignment to the Every Day Counts initiative.