Background:
Ormeau Woods SHS is located in the South East education region. The school was opened in January 2009 with the the first cohort of Year 12 students graduating in 2012. The current Principal, Ross Wallace, was appointed in 2009.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has adopted the Schoolwide Positive Behaviour Support (SWPBS) process to encourage school wide responsibilities of student management. This approach encourages the development of a culture that promotes learning, which is particularly evident in the explicit teaching of appropriate behaviour to all students.
- There is evidence of a positive, calm and friendly school culture. The creation of a Learning Advisor position is designed to further strengthen and embed SWPBS in the school culture.
- Student Advisors play a key role in leading the implementation of the school learning and wellbeing framework. One Student Advisor already has responsibility for Year 7 and has enhanced a positive and supportive environment at the school.
- The school’s values, Respect teaching and learning, Respect myself and others and Respect property, are visible throughout the school and readily identified by students and form the basis for all student behaviour expectations.

Affirmations:
- The school has developed, as part of their pedagogical framework, a common unit planner, Ormeau Woods Learning Styles (OWLS) across the junior school, integrating SWPBS strategies for the explicit teaching of appropriate behaviours.
- The Parents and Citizens’ Association (P&C) endorse and support the school Responsible Behaviour Plan for Students (RBPS). Students and parents are very supportive of the behaviour expectations of the school.
- The Student Support Services Team meets on a weekly basis to provide direct and referral support for students experiencing personal difficulties or at risk of disengagement.
- Positive, respectful and caring relationships are evident within all members of the school community.

Recommendations:
- Ensure that staff members consistently implement agreed routines, use the SWPBS language and consistently apply the consequences outlined in the school's Responsible Behaviour Plan.
- Review how positive rewards are awarded to ensure that the full range of students receive appropriate acknowledgement.
- Develop a strategic approach to the annual training of behavior management skills for all staff members, evidenced in the school’s professional development plan, to help ensure that behavior practices are consistently applied.
- Begin to explore methods of enhancing the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.
- Consider the development of a matrix to guide teacher decisions involving standards of behaviour and effort on report cards, to ensure a consistent application of standards by all teachers.
- Consider developing an induction process into SWPBS for all students and staff members who commence at the school throughout the year.