Background:
Cecil Plains SS opened in 1898, with the secondary department in 1966, and is located approximately 85 kilometres west of Toowoomba, within the Darling Downs South West education region. The Prep to Year 10 school has a current enrolment of 64 students. The Principal, Michael Cassidy, has led the school since 2009.

Commendations:
- The school is a welcoming and friendly, small school environment which is well presented, well resourced and is supportive of student learning progress.
- Staff members work well together to strive for learning success for all students.
- Student attendance is currently in excess of 91 per cent and has shown real improvement in recent years.
- Teaching staff in the primary classrooms demonstrate high levels of consistency of behaviour expectations, routines for learning and the level of individual and group learning support.
- The school hosts a Cecil Pre-Prep Program (PIPAS) to introduce preschool aged students to school learning and develop social skills.
- The school has refined the Student Management Program embracing the Hi Five values based program which develops the values: Responsibility, Respect, Learning, Encouraging and Safe. A Hi Five Star Award systematically encourages and acknowledges these values in classrooms and in the playground.
- The school has adopted Explicit Instruction as its signature pedagogy. Evidence of these practices can be seen in classrooms across the school.
- The Cecil Challenge was introduced in 2013 to reinforce and reward attendance, Star Awards, and completion of homework. This strategy is enacted consistently across all year levels and is credited with a measurable decrease in reports of poor behaviour.
- Staff members provide a consistently positive learning environment.
- The school has a strong tradition of quality Prep and Preschool Education established over many years.

Affirmations:
- Improved communication of learning and assessment plans is ensuring parents have a good understanding of the ongoing learning activities in all classrooms.
- Staff members’ have undertaken the Essential Skills for Classroom Management (ESCM) training and one teacher has undertaken Classroom Profiling.
- Parents and students praise the caring culture in the school, particularly where older students look after younger students.

Recommendations:
- Review the school’s Responsible Behaviour Plan for Students (RBPS) to ensure that students and parents have input into and ownership of the values and objectives that will shape the creation of a desired learning culture.
- Simplify the way school behaviour expectations are represented and then systematically and explicitly teach these expectations in a range of contexts.
- Develop a common understanding of the behaviour expectations expected by all staff members. It is everyone’s responsibility to enact this change.
- Establish standards of practice which will be applied by all staff members in all classrooms. Ensure that secondary students benefit from a consistently positive and encouraging learning environment.
- Ensure OneSchool is used as the single point of truth for recording student learning progress, intervention and support.
- Continue to develop consistency in teacher practice through the further strengthening of the adoption of Explicit Instruction across the school.
- Explicitly define the key elements of Junior Secondary pedagogy to guide teacher practice in this sector of the school.