Background:
Rockhampton North Special School is a provincial school located in the Central Queensland education region. The school has an enrolment of 84 students with disability from Prep – Year 12, including 10 Indigenous students. The Principal, Laurelle Allen, was appointed to the school in 2014.

Commendations:
- There is a respectful and caring nature of relationships evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- The school has a small number of positively stated school expectations that are highly visible throughout the school environment, continually communicated and evident in the behaviour of students.
- Teaching staff are using individual student behaviour data to design individualised intervention strategies.
- Students who exhibit complex and challenging behaviours are provided with a range of internal and external supports through the enactment of Individual Behaviour Support Plans.
- Teaching staff are recording incidents of positive behaviour in OneSchool.
- The Responsible Behaviour Plan for Students (RBPS) is regularly updated to reflect current practice.

Affirmations:
- Student and staff members’ engagement with the school rules has increased through a collaborative rebranding process. This process has lifted the visibility of the rules and provided a common language.
- The school is focused on re-invigorating its whole school positive approach to behaviour by reviewing existing practices and developing new whole school behaviour systems.
- Behaviour expectations linked with the school rules are frequently communicated by school leaders on daily parade and taught by teaching staff as part of class routines and structures.
- The implementation of the school’s communication framework has ensured all students are provided with the scaffolding required to communicate their needs and feelings.
- School leaders and teachers are proactively supporting students to implement the school rules into the home setting through individual conversations, newsletter communication and rules postcards.
- Students who follow the school rules are acknowledged each week on assembly through Good Behaviour Awards.
- Minor and major behaviours have been defined. These definitions are influencing staff member judgements around the reporting of behaviour incidents.

Recommendations:
- Develop an explicit behaviour improvement agenda through the enactment of a Positive Behaviour Support Action Plan.
- Create a set of whole school micro-lessons to support the consistent, explicit teaching of the school rules. Ensure the lesson schedule enables emerging behaviour trends identified through behaviour data, to be addressed through the delivery of focused lessons on targeted behaviours.
- Develop a whole school reinforcement system to recognise positive student behaviour across all settings, by all staff members on a daily, weekly and term basis.
- Consider developing a whole school consequence set for the consistent management of inappropriate student behaviour. Ensure staff members align classroom consequences with the whole school system.
- Revisit definitions for minor and major behaviours and develop a protocol for the consistent entering of inappropriate incidents of behaviour in OneSchool.
- Develop a school wide system for the consistent analysis of behaviour data. Systematically analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies.
- Continue to invest in building the capacity of staff members to effectively and confidently support student behaviour through targeted professional development including, Essential Skills for Behaviour Management, Active Supervision, Classroom Profiling and Non-Violent Crisis Intervention.