Background:
The Southport Special School is located centrally on the Gold Coast, within the South East education region. The school has a current enrolment of approximately 186 students with disability from Prep – Year 12. The Principal, David Rogers, was appointed to the position in 2008.

Commendations:
- The Principal and Leadership Team are driving an explicit, positive approach to managing student behaviour using the Schoolwide Positive Behaviour Support (SWPBS) approach.
- Staff members feel well supported through the effective implementation of the Responsible Behaviour Plan for Students (RBPS) with clear processes and common language.
- The school has identified three positively stated rules, Be Safe, Be Kind, Be a Learner, which are known by staff members, parents and students, are visible throughout the school and form the basis for all behaviour conversations.
- Student behaviour expectations are enhanced through Explicit Teaching on the weekly assembly, reinforced by staff members both in classrooms and the playground. The expectations are supported by presentations at staff meetings, in the weekly notices and school newsletters.
- The Principal monitors student attendance, conducts follow-ups and takes action as required to maintain student engagement.

Affirmations:
- The school has established partnerships with families, local businesses, government and community organisations with the express purpose of improving student engagement.
- The school provides all staff members with access to a range of regular behaviour professional learning opportunities both at induction, team and staff meetings to maintain consistency of agreed processes.
- The Principal and other school leaders have strengthened the communication of strategies as identified or amended in student’s Individual Positive Behaviour Plans to ensure all staff members feel confident and competent to manage appropriately the full range of students across all settings.
- Behaviour and academic data is routinely reviewed at whole school, team and staff member meetings to monitor student learning and reflect on the effectiveness of the RBPS.

Recommendations:
- Collaboratively develop a simple consequence poster for all settings to provide students with a consistent visual cue to assist them to self-regulate their behaviour choices.
- Develop protocols and procedures for staff members to enter positive incidents of behaviour into OneSchool and update the RBPS to reflect this.
- Clarity with staff members the point at which repeated low level behaviour should be recorded in OneSchool and review the fields for behaviour data collection to ensure that OneSchool is monitoring student behaviour accurately to guide the effectiveness of the RBPS and inform changes to school responses.
- Schedule regular professional development opportunities for all staff members in agreed behaviour practices to maintain consistency of language, processes and individual staff member confidence in meeting the agreed protocols.
- Continue the range of ongoing partnerships with extended families, local businesses, community and government agencies with the focus on maintaining positive engagement of student learning.