Background:
Mackay District Special School was opened in 1989 and is located in Mackay, within the Central Queensland education region. The Prep to Year 12 school for students with disability, has a current enrolment of approximately 85 students. The Principal, Sheina Treuel, was appointed to the position in 2010.

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 developed a set of three positively stated school wide expectations: Make Good Choices, Be Respectful and Stay Safe. These expectations are communicated through a variety of ways in classrooms.
- The school has an ongoing commitment to pedagogy through the Explicit Teaching and Classroom Instruction that Works.
- The school improvement agenda is strengthened through distributive leadership and the school’s Toolkit approach.
- Staff members are effectively using a range of proactive reward systems across the school such as Positive Certificates and class reward systems to affirm behaviour, attendance and effort success and recording these in OneSchool.
- The embedded whole school Developing Performance Framework (DPF) approach adopted includes reviews involving the Phase Leaders and Leadership Team.

Affirmations:
- The school has refreshed Tier 1 of the Schoolwide Positive Behaviour Support (SWPBS) in 2013.
- The Parents and Citizens’ Association (P&C) have endorsed the school’s Responsible Behaviour Plan for Students (RBPS).
- Community links have been established with businesses, agencies and governmental departments to build parent and community capacity and improve student engagement such as: Men’s Shed, Life without Barriers Life Stream, Triple P Parenting Stepping Stones and Management of Young Children Program (MYCP).
- The school has implementation of the Communication Symbol Lanyards and associated support strategies for the classroom and other environments has ensured students are provided with the scaffolding required to communicate their needs and feelings.
- The KidsMatter program has been introduced to support wellbeing of student, families and staff members as the resilience program to deepen the SWPBS framework.
- Teacher observation and feedback is being undertaken using the Growth Model and Classroom Learning Walk-Throughs.

Recommendations:
- Determine the Tier 2 Readiness Checklist to consider the timing of SWPBS Tier 2 implementation.
- Consider revisiting minor and major incidents matrix and the most effective means of collection.
- Further analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies and feedback cycles to staff members.
- Consider expanding the branding of the expectations signage in the pathways to classrooms to increase the consistent message of the three expectations.
- Develop explicit behaviour teaching episodes focused on the school expectations and use incidental data for targeted teaching for each juncture: early, middle and senior years.
- Continue to build staff members’ capacity to support student behaviour through targeted professional development that is aligned with DPF by considering the cycle of Non-Violent Crisis Intervention, Team Teach or Classroom Profiling to deepen proactive practices.
- Continue to engage parents and empower them with relevant training and information on locally available effective Positive Parenting Courses.