Background:
Clifford Park Special School is a regional school located in the western suburbs of Toowoomba, within the Darling Downs South West education region. The school has a current enrolment of 108 students with disability. The Principal, Andrew Hawke, was appointed to the school in 1994.

Commendations:
- The Principal and other school leaders have established a Schoolwide Positive Behaviour Support (SWPBS) approach to managing student behaviour and maintaining a positive learning culture.
- The school has established strong partnerships with families, local businesses, government and community organisations with the express purpose of improving student engagement.
- The SWPBS team, with staff member and parent representation, has completed the Behaviour Expectations Matrix, and is currently developing the explicit teaching cycle and teacher resources ready for implementation in 2015.
- The parent representative communicates with the wider parent community through newsletter articles to maintain their understanding of, and agreement with, the developing SWPBS processes.
- The school has reduced and clarified the number of positively stated rules from six sentences to four clear expectations: Be Respectful, Be Responsible, Be Safe, Be Resilient.

Affirmations:
- The school has worked closely with the primary special school to share behaviour, curriculum and pedagogy and support the successful transition of students from the primary special school to Junior Secondary.
- Staff members are recording Student of the Week positive records and all inappropriate behaviours in OneSchool.
- Key staff members have completed Tier 1 SWPBS training and report back at staff meetings with material for discussion and review on a regular basis.
- One staff member is a trained Classroom Profiler and teachers have previously engaged with classroom profiling and constructive feedback.

Recommendations:
- Strengthen the communication of newly identified or adjusted behaviour strategies for individual students to all staff members, to ensure they feel confident and competent to support and engage the full range of students in the school.
- Continue to develop a bank of digital resources to support the explicit teaching of the school's behaviour expectations.
- Clarify with staff members the point at which repeated low level behaviour should be recorded in OneSchool and continue to routinely review the fields for behaviour data collection to ensure that OneSchool is accurately tracking student behaviour to monitor the effectiveness of the Responsible Behaviour Plan for Students (RBPS) and inform changes to school processes.
- Maintain the delivery of a range of regular behaviour professional learning, including Essential Skills for Classroom Management, classroom profiling and clear induction processes for all new staff members, to ensure consistency of language and processes across the school.
- Update the RBPS to reflect the SWPBS Universals once they have been finalised and upload to the school's website.