Background:
Calamvale Special School is a Prep to Year 12 school located in the southern outskirts of Brisbane. The school was opened in 1985 with a current enrolment of 123 Students with Disability (SWD). The Principal, Kevin Grace, was appointed to the school in 2000.

Commendations:
- The Principal and school leadership team are driving a strong, positive learning culture and have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment.
- School leaders and staff members are strongly committed to School Wide Positive Behaviour Support (SWPBS) as the driving philosophy underpinning student behaviour support. This approach has the full engagement of all staff members and students.
- The school has a small number of positively stated school wide expectations that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- School structures support the delivery of a school wide positive approach to behaviour support. Heads of Curriculum have shared responsibility for discipline which ensures alignment with the leadership team, SWPBS committee and case management group.
- The Emergency Response Team system ensures immediate, consistent support is provided to staff and students in response to a crisis situation relating to a student’s complex and challenging behaviours.

Affirmations:
- School leaders and teachers are strongly committed to the explicit teaching of the Think 5 each day through structured micro-lessons, the Health and Relationships Education program, curriculum and incidental learning opportunities.
- Differentiated unpacking of the Think 5 has enabled students to make sense of and relate to the expectations in a personally meaningful way.
- Processes for managing inappropriate student behaviour and reinforcing appropriate behaviours are clearly identified and consistently implemented.
- OneSchool is extensively used to track student behaviour, analyse behaviour trends and capture key support mechanisms provided for targeted students.

Recommendations:
- Develop a matrix that clearly defines the Think 5 across a range of learning environments to further enhance student learning.
- Review the Responsible Behaviour Plan for Students (RBPS) through a consultative process involving staff and parents.
- Through assemblies, introduce a schoolwide expectation of the week which aligns explicit teaching across classrooms and links with positive reinforcement systems. Communicate the expectation with parents to enable reinforcement and consolidation in the home setting.
- Design a positive consequences diagram for use with students and parents outlining the continuum of reinforcers in place in the school. Display this diagram in all learning environments and communicate with parents through the school’s newsletters, website and documents.
- Collaboratively review definitions for minor and major behaviours and use definitions to shape existing reporting protocols. Train staff in revised protocol and embed in induction for new staff.
- Align staff Developing Performance Plans and SWPBS Action Plan to provide professional development opportunities that build the capacity of staff to support student behaviour.
- Increase the frequency of recording incidents of positive behaviour in OneSchool.