Background:
Ipswich West Special School was opened in 1973 and is located in Ipswich, within the Metropolitan Queensland education region. The Prep to Year 12 school for students with disability has a current enrolment of 73 students. The Principal, Andrew Thompson, was appointed to the position in 2011.

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: We are Safe; We are Respectful; We are Learners. These expectations are communicated through a variety of ways in classrooms.
- The school has an ongoing commitment to pedagogy through the Art of Science and Teaching (ASoT) as the signature pedagogy combined with Explicit Teaching and Productive Pedagogy.
- Staff members are using a range of proactive reward systems across the school, such as: Pupil of the Week Certificates; Gotcha Awards for behaviour outside the classroom, monitored over the week and semester; Principal discretion celebrations for example: Pizza Party for the class all wearing school uniform; 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 regular reviews involving the Principal.

Affirmations:
- The school refreshed Tier 1 of Schoolwide Positive Behaviour Support (SWPBS) and finalising modules with additional staff members.
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has established community links with businesses, agencies and government departments to build parent and community capacity and improve student engagement, such as: The Stephanie Alexander Kitchen Garden Program; use of the Focal agency to support employment skills and respite support and links with Ipswich City Council.
- The development of the Traffic Light System to support students visually to self-regulate their behaviour from least to most intrusive correction.
- The focus on the Picture Exchange Communication System (PECS) training and Reading Blocks Model is providing students with the necessary scaffolding required to communicate their needs and feelings.
- Teacher observation and feedback has commenced this year with three part time coaches adopting the Growth Model.

Recommendations:
- Determine Tier 2 Readiness Checklist to consider the timing of SWPBS Tier 2 implementation.
- Further explore the classroom teachers’ data literacy skills by linking electronic school systems: My Behaviour Zone in OneSchool and Class Dashboard to record, analyse and act on student data in terms of their attendance, behaviour and academic learning.
- Further 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 NonViolent 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.