Background:
Mount Isa Special School is a remote school located in Mount Isa. The school provides programs for 16 students with disabilities from Prep - Year 12. The majority of students at the school identify as Indigenous. The Principal, Reno Tieppo, was appointed in July, 2013.

Commendations:
- The school has developed a *Charter of Aspirations and Values* and a set of positively stated school rules. Processes are in place to regularly communicate expectations with students and staff members.
- Priority is given to understanding and addressing the behaviour needs of students identified as requiring individual behaviour intervention. Teachers modify their professional practice to implement a range of support initiatives implemented to support individuals and groups.
- Inter-agency and community partnerships with Mount Isa Hospital, Stephanie Alexander Project, a paediatrician, local businesses and Indigenous elders, enhance the school’s efforts to recognise positive student behaviour and support students requiring individual behaviour intervention.
- Deliberate strategies, including the involvement of the school’s Indigenous Liaison Officer and regular parent communication are being employed to maximise student attendance.
- Positive publicity within the school and wider community is increasing enrolment by raising the profile and awareness of the school’s importance within the local community.

Affirmations:
- School behaviour expectations are visible inside all classrooms and the administration area.
- Shared high expectations for learning achievement and student behaviour provides a strong platform for effective teaching and student learning. The majority of students consistently engage in socially appropriate school behaviour.
- There is a shared staff responsibility for the behaviour and well being of all students.
- Staff members believe that School Wide Positive Behaviour processes will enhance current student management practices and facilitate consistency across the school.
- The school is placing a greater value on reliable and timely student behaviour data when evaluating the effectiveness of the school’s behaviour management practices and procedures.
- Positive student behaviour is regularly acknowledged and celebrated as part of school assemblies.

Recommendations:
- Resource, facilitate and regularly monitor the explicit teaching of desired behaviours.
- Ensure that all stakeholders know, understand and consistently action agreed processes for rewarding positive behaviour, reporting behaviour incidents and applying any required disciplinary support and consequences as detailed in the school’s Responsible Behavior Plan for Students.
- Establish school wide expectations, procedures and protocols for the recording of student behaviours in OneSchool. Particular attention should be given to the purposeful recording of incidents of positive behaviour and outstanding student achievements.
- Use student behaviour data to regularly review the effectiveness of policies, procedures and programs as a key element of a continuous improvement process.
- Establish agreed behaviour and effort matrixes that clearly describe the differential criteria upon which these ratings are reported to students and parents. Teachers should periodically engage in moderation activities to maximise consistency and the validity of such judgements.
- Engage in regular professional development for staff members and provide parent workshops based on quality evidenced based behaviour strategies.
- Continue to explore locally relevant strategies to involve and engage parents in the learning of their children and the activities of the school.