Background:
Sunnybank Special School is located in the Brisbane suburb of Sunnybank, in the Metropolitan education region. The school has a current enrolment of 41 students with disability from Prep – Year 12. The Principal, Nicole Finch, was appointed to the position in 2013.

Commendations:
- The Principal and other school leaders have accepted personal responsibility for the re-establishment and maintenance of a positive, safe, supportive and disciplined learning environment.
- The school has three simple rules: We are Safe, We are Social and We are Successful Learners, that include colour coded and graphic cues which are highly visible around the school and form the basis of all behaviour conversations.
- All staff members collaboratively worked on the redevelopment of the school’s approach to behaviour management culminating in the newly developed rules, branding and celebration of positive behaviour underpinned by Schoolwide Positive Behaviour Support (SWPBS).
- The school has developed a comprehensive range of positive rewards, including tokens, stickers, stamps, certificates and postcards to reinforce positive behaviour choices of individuals, groups and the whole school.
- The Daily Communication Book provides all parents with clear details of the day’s learning, positively displayed behaviours and if their child is receiving an award at Friday parade.

Affirmations:
- Staff members have participated in a range of behaviour professional learning opportunities to support the Tier 1 action planning and ensure consistency of language and processes.
- Teaching staff are entering positive and inappropriate behaviour records in OneSchool following agreed protocols.
- Behaviour data is closely monitored by the Leadership Team and discussed at curriculum and teacher meetings.
- Members of the SWPBS team are producing differentiated lesson plans for the full range and ability of students at the school.
- The school has made links with two local special schools to provide parents with quality positive parenting and behaviour courses.
- All staff members support the agreed, consistent approach to behaviour management and feel well supported by the Principal and other school leaders.

Recommendations:
- Introduce regular data discussion and review in SWPBS meetings from 2015 to monitor the effectiveness of the Responsible Behaviour Plan for Students (RBPS) and take timely action as required.
- Consider the development of a sustainable protocol to communicate changes of behaviour strategies for individual challenging students, to all staff members in a timely manner.
- Continue to provide all staff members with a range of regular behaviour professional learning opportunities to maintain the consistency of language and processes, ensuring that all staff members feel confident and competent to manage behaviour incidents appropriately and maximise positive learning engagement.
- Implement the differentiated positive behaviour lessons that have been developed collaboratively to provide consistent explicit classroom micro lessons as a follow-up to the introduction lesson of the week.