Background:
Victoria Park SS is located close to the Mackay CBD, within the Central Queensland education region. The P - 7 school provides education for approximately 660 students. The Principal, Laurie Shepherd, was appointed to the position in 2009.

Commendations:
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis at a cohort and individual level, direct teacher-parent contact and enhanced interactions between staff members and students.
- The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour is crucial to achieving a safe, supportive and disciplined learning environment. There are significant examples of how data is used to optimise organisational arrangements resulting in improved behavioural outcomes.
- The school behaviour expectations of: Be a Learner, Be Safe, Be Responsible and Be Respectful are visible throughout the school, characterised by Sid the Pig, are known by all staff members and students and form a basis for all behavioural conversations.
- The school’s focus on the establishment of a positive learning environment is evident through differentiated classroom learning, high expectations of student behaviour and explicit teaching.
- The Teacher Resource Folder provides all staff members with a very clear understanding of the process for managing student behaviour. This folder includes the Victoria Park SS Schoolwide Expectations Matrix and the term’s weekly rules that will be addressed on parade and followed up in class.

Affirmations:
- The Principal and Leadership Team monitor the full range of attendance, behaviour and academic data and strategically respond when there is a pattern emerging.
- Attendance has been a major focus for school leaders, where teaching staff regularly monitor the Class Dashboard and positively encourage students that every day is a learning day. Positive recognition of attendance is provided through the Attendance Cup.
- Staff members are routinely entering both positive and inappropriate behaviour incidents in OneSchool. There is a good balance between the recording of positive and negative incidents.
- Students respond very positively to the Gotcha Award system. The inclusion of the Bronze, Silver, Gold and Principal Awards, within the Gotcha Awards, has provided students with a higher level of achievement to strive for.
- The proactive role of the staff responsible for students with disability has ensured each student is consistently supported to enable them to meet the school’s behaviour expectations.

Recommendations:
- Review current understanding of consequences and then consistently apply. Ensure the standards expected are communicated broadly.
- Explore strategic ways to further engage the wider community including surveys and networking with other educational sites to enhance relationships and survey parents.
- Continue to engage the whole school community in the development of the SWPBS aiming to reach Tier 2 in 2015.
- Maintain the explicit teaching of the school rules on assembly followed by class lessons, while also communicating the weekly rule to families through a variety of ways.
- Expand and develop the Functional Behaviour Assessment (FBA) within the school. Consider opportunities to align with agreed SWPBS strategies.