Background:
Ipswich Central SS was opened 152 years ago and has provided high quality primary education since that time. The school caters for a diverse range of students and has a current enrolment of 740 students. The Special Education Program (SEP) and Early Childhood Development Program (ECDP) provide support for approximately 120 students. Current Principal, Mr Michael Josey, was appointed to the school at the beginning of 2013.

Commendations:
- 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 interpreted and actioned to prevent and correct inappropriate student behaviour.
- A strong culture of respect and caring relationships exists in the broader school community. This is reflected in the way students, staff members, parents and carers interact.
- The school leaders and Special Needs Committee (SNC) has conceptualised and implemented a comprehensive range of support programs for a wide range of vulnerable learners and their families. Some examples include, Games Room, Friendship Club, parenting programs and the Communication, Participation and Respect Project.
- The parent community is aware of and supports the school process for rewarding positive behaviour and applying disciplinary consequences.

Affirmations:
- SEP effectively meets the needs of students with a disability by adjusting curriculum, modifying pedagogy and manipulating classroom environments according to the specific needs of students.
- The school’s Responsible Behaviour Plan for Students clearly defines reactive (5 steps) and proactive (Gold, Silver, Bronze) behaviour management strategies and processes.
- A range of data has been considered by school leaders to inform decision making, identify areas for improvement and enhance the teaching and learning cycle.

Recommendations:
- Develop a collective understanding of what constitutes high standards of behaviour and ensure that these standards and their related expectations are effectively communicated and rigorously applied.
- Explicitly teach students the desired behaviours and use these preferred behaviours as a reference point for all behavioural conversations and actions.
- Develop agreed procedures and protocols, for entering of positive and inappropriate student behaviour into OneSchool. Implement accountability procedures to ensure that the data is valid, reliable and systematically reviewed.
- Develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.