Background:
Bucasia SS is located approximately 15 kilometres from Mackay, within the Central Queensland education region. The school has a current enrolment of approximately 350 students. Current Principal, Belinda Eckford, was appointed to the position in 2009.

Commendations:
- The Principal and Schoolwide Positive Behaviour Support (SWPBS) Team are driving a positive approach to managing behaviour. The agenda is couched in terms of clear expectations of student behaviour and learning outcomes.
- The SWPBS Team meets on a regular basis to review school data relating to behaviour incidents and use this data to review operational and instructional interventions. This team identifies weekly focus teaching skills which are then reinforced both in classrooms and on weekly parades.
- The school's behaviour expectations are based on the 4 STAR Code philosophy rules: Safety, Teamwork, Attitude and Respect. These expectations are visible in classrooms and are known by staff members, students and parents.
- The school has developed a suite of classroom resource posters to support consistency of practice throughout all classrooms.
- There is significant evidence that the Principal interrogates student behaviour data for major and ongoing behaviour incidents to identify antecedents and implement organisational or individual intervention strategies to affect improved behavioural outcomes.

Affirmations:
- The SWPBS Team is currently reviewing data including anecdotal evidence to review the effectiveness of school wide interventions. The review of the office referral process and end of year Mega-star Celebration are examples of this.
- Recognition of positive social behaviour is rewarded to individuals who demonstrate the STAR qualities through Student of the Week and Good One! awards.
- As a result of data analysis a number of initiatives have been implemented to support students make appropriate behavioural choices within the playground. These include the Chaplain’s Soccer Program and Prep Teacher Aide social skills support. These initiatives are used to teach STAR expectations.
- The school has trained staff members in the Effective Skills for Classroom Management (ESCM).
- The Principal has implemented a system for rewarding school attendance.

Recommendations:
- Continue to review the Responsible Behaviour Plan for Students (RBPS) document in light of SWPBS set data improvements.
- Continue to use SWPBS in developing individualised learning behaviour support aligned to the 4 STAR rules for students with behavioural needs as part of Tier 2 implementation.
- Consider implementing a social skills program to compliment the explicit teaching of STAR skills.
- Continue to provide opportunities for parents in reviewing the school's positive reward interventions and offer further opportunities for parent training to support the work of the school.
- Consider engaging the Social Justice Team to systematically interrogate attendance, achievement and behaviour data to develop and review interventions for cohorts and individual students.
- Consider engaging staff in a systematic process, involving the regular analysis of behaviour, achievement and attendance data, at student and class level, to evaluate the implementation and effectiveness of student interventions and classroom management strategies.
- Continue to provide opportunities for staff professional learning, including a needs-based induction program to ensure behaviour processes are consistently applied across the school. Feedback on implementation of ESCM may form a part of the professional learning agenda.
- Consider broadening the range of play-based and extra-curricular activities to extend the current level of options regarding student engagement.
- Continue to build upon the high expectations of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.