Background:
The Hambledon SS is a metropolitan school located south of Cairns in the Far North Queensland education region. The school has an enrolment of 806 students P–Year 7, including 63 students with disabilities. The Principal, Mrs Meaghan Rodgers, was appointed to the school in July 2013 following a period of acting.

Commendations:
- The school has a small number of positively stated school wide expectations that are clearly defined and highly visible throughout the school environment.
- Teachers in the Special Education Program support individual students with targeted interventions. They also provide micro skilling programs for identified parents.
- Teachers develop individual behaviour goals that are displayed on desks for students.
- The school has developed a detailed behaviour and effort matrix that is consistently applied by staff members in order to develop consistency of teacher judgments of behaviour and effort ratings.
- The school has invested in training two profilers in the Essential Skills for Classroom Management (ESCM). These teachers provide feedback as required.
- The use of Behaviour Books is widespread throughout the school and assists in providing immediate feedback to students, and informing parents of their children’s progress.

Affirmations:
- The school has implemented School Wide Positive Behaviour Support (SWPBS).
- Teachers enter details of positive behaviours, behaviour incidents and details of parent contacts into OneSchool.
- The school has developed an ethics program that is used in conjunction with a religion program. This program ensures consistency of the delivery of ethics education to students who do not participate in the religious education classes.
- The rewarding of positive student behaviour via weekly certificates, students of the week, Playground Tickets, Happy Grams, honesty acknowledgments and classroom incentive programs is instrumental in recognising student achievement.
- An Administration Officer supports teachers by entering details of positive behaviours and behaviour incidents into OneSchool.
- Individual Behaviour Management Plans are developed for identified students.
- Teachers and parents articulate support for the behaviour processes in the school.
- The school uses a Thinking Room to support the needs of individual students.

Recommendations:
- Continue to embed SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning.
- Review and document how behaviour data has been used to evaluate the effectiveness of the school’s behaviour plan and take appropriate action.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management.
- Investigate opportunities to develop the leadership density of SWPBS to ensure a wider number of staff members, in particular teachers, are able to lead and drive this agenda in the school.
- Expand the role of the classroom profilers to ensure all teachers receive regular feedback.
- Support teachers to gain high levels of proficiency in the ESCM.
- Continue to engage all staff members in professional development, to ensure behaviour processes are implemented consistently across the school.