DISCIPLINE AUDIT  
EXECUTIVE SUMMARY- BEAUDESERT SHS  
DATE OF AUDIT: 22-23 JULY 2013

Background:  
Beaudesert SHS was established in 1963 and is located 74 kilometres south-west of Brisbane in the Scenic Rim Region. The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 955 and a current population of 1450 students.

Commendations:  
- The implementation of the Academic Improvement Strategy (AIS) provides a focus on improving the achievement of all students. This strategy places a strong emphasis upon the school’s vision of Personal Best as exemplified in student engagement, learning and relationships.
- Personal Best profile reports, which have a specific focus on overall achievement and effort, are issued to all students at the end of each semester, in addition to academic reports.
- The school has developed a modified version of School Wide Positive Behaviour Support (SWPBS), known as the School Wide Positive Behaviour Initiative (SWPBI) with a focus upon proactive, positive strategies for managing behaviour and promoting student engagement in learning.
- The school’s behavioural expectations: Respect, Responsible and Ready, are visible throughout the school and readily identified by students. These expectations form the basis for student behaviour conversations.
- There are a number of programs provided by the school and external agencies to support students at risk of disengaging from learning, for example, Renavigating Anger and Guilty Emotions (R.A.G.E.), Drumbeat, Parental and Community Engagement (PACE), Beaucare, It’s Up to You and Beaudesert Education Network.
- The iSchool alternative learning program has been established to provide individualised learning for a small group of at risk students in Years 8-10.

Affirmations:  
- The school has implemented a number of strategies to reward effort, behaviour and achievement, for example, special whole school or year level parades and postcards sent home by year coordinators.
- The Stop, Think, Act strategy has been adopted as a process to engage students in classroom learning.
- The school has developed a matrix, which is used to describe effort and behaviour standards. This matrix is used by teachers as a guide for student reporting.
- The Student Welfare Support Team provides a coordinated approach to the provision of a wide range of targeted intervention and support strategies for a number of students with diverse needs.
- The Behaviour Advisory teacher works closely with teaching staff, including beginning teachers, and students to ensure positive student outcomes.

Recommendations:  
- Develop agreed procedures and protocols for entering positive and inappropriate student behavior, and attendance data into OneSchool. Implement accountability procedures to ensure that the data is valid and reliable.
- Continue to enhance parents’ skills by delivering high quality evidence based training and information on effective behaviour strategies.
- Continue to develop a common understanding amongst all staff members of what constitutes behavioural expectations both in the classroom, the Red Room (reflection room) and the playground settings. Ensure these are applied consistently across the whole school.
- Provide opportunities for staff members to develop their knowledge and skills in ensuring student engagement and managing student behaviour.
- Review the implementation of the school’s pastoral care program to ensure the program is responsive to student needs and is consistently delivered.