**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY – BEERWAH SHS**

**DATE OF AUDIT: 28 JULY 2014**

**Background:**
Beerwah SHS is located at the foot of the Glasshouse Mountains approximately 80 kilometres north of Brisbane within the North Coast education region. Established in 1992, the school has a current enrolment of approximately 893 students. The Principal, Graham Trevenen, was appointed in 2011.

**Commendations:**
- The school is driving a strong agenda around the Schoolwide Positive Behaviour Support (SWPBS) framework under the leadership of the SWPBS Committee. The implementation of SWPBS has been strategically aligned with the school’s pedagogical focus; The Art and Science of Teaching (ASoT).
- The school’s behavioural expectations: Respect, Safety and Responsibility, are clearly defined, highly visible, widely communicated and known and form the basis of behavioural conversations both for positive and inappropriate behaviour.
- There is a very strong focus across the school in building a positive school culture supportive of student learning. Staff members and students speak of the improvements in student behaviour and this is reflected in the pride students have in their school.
- Preparations for the implementation of Junior Secondary have ensured that student safety and wellbeing remain a focus. Strong links have been formed with partner primary schools through the Glasshouse Coalition of Schools.
- Student behaviour is monitored through a very effective House system, led by Heads of Department and Heads of Year.

**Affirmations:**
- The Student Support team, which includes a comprehensive range of stakeholders, provides a coordinated approach to the management, support and welfare needs of students requiring intensive intervention.
- A clear set of processes have been developed to support the implementation of the school’s Responsible Behaviour Plan for Students (RBPS), for example, the clarification of major or minor behaviours, referral and withdrawal room processes, and the development of the Beerwah Basics.
- The system of awards and rewards that have been developed to acknowledge positive student behaviour and effort, for example, Positive Postcards and Gold Cards. Opportunities are provided for parents to develop their skills through the recent initiative, Parent Space.
- Teachers are provided with an opportunity to receive feedback, and to develop their skills in classroom management, through the process of classroom profiling based on the Essential Skills for Classroom Management.
- Strong relationships have been formed with businesses and the local community enabling the development of an extensive range of pathways for students in the senior school to promote student engagement and enhance student achievement.

**Recommendations:**
- Review the Lifeskills program to ensure the program is consistently implemented and responsive to staff member and student needs.
- Maintain a focus upon improving student attendance and investigate strategies to reduce student absence, for example, consider the setting of school wide attendance targets and rewards for attendance.
- Continue to promote high expectations and standards for student behaviour and learning. Focus upon the implementation of effective pedagogical practices that create a positive learning environment and engage all students in every class, to ensure improved achievement outcomes for all students.
- Enhance the school’s focus upon the development of a positive learning environment through progressing towards a Tier 2 SWPBS status.
- Continue to provide professional development to all staff members, in addition to the classroom profiling process, on a regular basis, to ensure the RBPS is being implemented consistently.