DISCIPLINE AUDIT
EXECUTIVE SUMMARY - BRIGHTWATER SS
DATE OF AUDIT: 27 OCTOBER 2014

Background:
Brightwater SS is located in the suburb of Mountain Creek on the Sunshine Coast, within the North Coast education region. Established in 2012, the Prep - Year 7 school provides educational programs for a current enrolment of approximately 628 students. The school became an Independent Public School (IPS) in 2013. The Principal, Robyn Taplin, is the foundation Principal.

Commendations:
- The school implements the Schoolwide Positive Behaviour Support (SWPBS) approach and has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined. These expectations are highly visible, continually communicated and are evident in the behaviour of most students.
- The Principal, School Climate Team and Behaviour Support Committee are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of high standards, clear expectations of student behaviour and a rigorous consistent approach to the processes of recording and tracking data.
- The systematic process, involving the regular collection and analysis of the full range of available data including student behaviour, student engagement and attendance data at student and systems level, is very comprehensive and extremely reliable.
- The Principal and other school leaders are very conscious of the relationship between effective pedagogy and appropriate student behaviour and they have installed relevant professional development opportunities for teachers and teacher aides to ensure that all staff members are aware of the school’s expectations and standards.
- There is a deliberate strategy of building leadership capacity to strengthen decision making and ownership of processes and programs built around the development and implementation of the SWPBS framework and the development of a positive school culture.

Affirmations:
- The wide variety of lunchtime programs available provides a structured environment for students and leadership opportunities for student leaders.
- The school’s website and newsletters are informative and are used to communicate relevant information.
- The school positively recognises appropriate behaviours and achievement through the use of Star Tickets, Star of the Week Awards, Morning Tea with the Stars and Letters of Commendation.
- The school has strong and effective processes to work with families and students who present, occasionally, with more complex behavioural and learning needs.
- Teachers have developed innovative and creative ways to provide immediate feedback to the students with their own personal approach to displaying and rewarding positive behaviour.
- The Junior Secondary Action plan includes opportunities for the successful transition of Years 6 and 7 students into secondary school. These include information sessions for parents and transition days for students.

Recommendations:
- Investigate recording the intervention and support programs provided to individual students and small groups on OneSchool to track and monitor the effectiveness of programs and to enhance student profiles.
- Continue to embed the explicit teaching of the weekly behaviour focus lessons to ensure consistency across all classes and to maintain the school’s high standards for behaviour and learning.
- Continue to embed the SWPBS processes systematically and consistently across the whole school to ensure its continued effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning.