Background:
Beaudesert SS is located in the growth corridor between Brisbane and the Gold Coast, within the South East education region. The school has a current enrolment of approximately 730 students, of which 56 students are supported by the Special Education Unit (SEU) and 94 students are Indigenous. The Acting Principal, Mike Meier was appointed to the position in 2014.

Commendations:
- There is a very respectful and caring school culture evident in the school.
- School leaders are driving a culture of high expectations for attendance and behaviour for all students. These expectations are frequently communicated to students and parents.
- Respectful and caring relationships are evident between all stakeholders, this is reflected in the positive way in which staff members, students and parents interact.
- The Beauty Cup and the Actions for Success strategies provide a strong school focus on high expectations for behaviour and a strong sense of belonging in the school.
- The Principal and the Leadership Team play a key role in the cultural leadership of the school.

Affirmations:
- Positive, minor and major behaviour incidents are recorded in OneSchool by classroom teachers.
- Most teachers have in place positive reinforcement strategies to recognise appropriate student behaviours in the classroom.
- The Essential Skills for Classroom Management (ESCM) has been provided to staff members as part of the whole school professional development program.
- A Behaviour Coach is in place to support teachers with behavioural and learning engagement issues and high quality case management is evident through the Student Needs Advisory Committee.

Recommendations:
- Re-invigorate the use of the school behavioural values of: Organisation; Confidence; Persistence; Getting Along With Others and Responsible Citizenship. Ensure this is the metalanguage that is used by teachers across the school to reward and redirect behaviour.
- Review the purpose and protocols associated with the school’s detention room, informed by a research base.
- Consider a review of the school’s behaviour consequences for misbehaviour to simplify this process for teachers and students.
- Continue to develop the skills of parents by delivering training and information on effective behaviour management and parenting strategies, to support the work of the school.
- Consider the development of stronger networks in the Allied Health area to support students and families with complex welfare and learning needs. In particular, consider developing closer links with the school’s Pre-Prep providers to help identify Early Intervention needs and seek support for students and families from the local Early Childhood Intervention Hub.
- Review the behavioural data collection and analysis process to ensure that both negative and positive instances are consistently recorded in OneSchool, in order to allow a legitimate analysis of the data to occur.
- Use behavioural data more effectively to review the success of the implementation of your school behaviour program and to plan for proactive programs for groups of students with high level needs.
- Continue to align class level and school wide reinforcement strategies through the consistent implementation of your Actions for Success strategy.
- Update the Responsible Behaviour Plan for Students (RBPS) to ensure it acknowledges a research and evidence base.