Background:
Bray Park SHS is located approximately 25 minutes north of the Brisbane central business district (CBD), with a current enrolment of 788 students. In 2013, the school was selected as a participant in the Flying Start Pilot program. Acting Principal, Mr Peter Hoehn, was appointed to the school in January 2014.

Commendations:
- The systematic implementation of Schoolwide Positive Behaviour Support (SWPBS) processes have improved classroom behaviour and increased effective teaching and learning time, reducing time lost to disruptive behaviour.
- The school’s support services, along with a comprehensive diagnostic testing program, provides an intensive focus upon the provision of individualised and personalised student support, through targeted support classes.
- The school’s values, Trust, Respect, Integrity, Commitment and Compassion, are visible throughout the school and readily identified by students. These expectations form the basis for student behaviour conversations.
- The whole school focus on the implementation of the pedagogical framework the Art and Science of Teaching (ASoT), is reflected in the establishment of a set of common processes specifying classroom procedures.
- The school was selected as a Flying Start trial school enrolling Year 7 students in 2013. This trial has allowed the school to network with local primary schools to create responsive programs for Junior Secondary learners.

Affirmations:
- The school acknowledges appropriate student behaviour through the use of Positive Postcards which are sent home to parents/guardians, Reward Days and Attendance Certificates.
- Staff members’ satisfaction with the current behaviour management plan has been collected and behaviour management processes adjusted to improve consistency.
- Renewed attendance monitoring and processes have seen excellent short term improvements in student attendance.

Recommendations:
- Continue to develop a positive learning culture reinforced by the development of standards of practice around behaviour, engagement and attendance. Ensure a consistent implementation of these standards in every classroom, every day, by every teacher, for every student.
- Consider the development of school wide criteria sheets to support greater consistency in teacher decision making when reporting effort and behaviour on student reports.
- Investigate and implement an evidenced based response to address issues of bullying.
- Investigate and enable professional development to improve the skills of staff members in the management of the sometimes challenging behaviour of Students with Disability.
- Investigate the development of a vertically aligned whole school personal wellbeing program, linked with the school values and current student social and emotional needs.
- Enlist staff members participation in the SWPBS committee to develop whole staff engagement in the creation of a positive behaviour and learning culture.
- Consider staff members visiting a range of sites to allow them to refresh and/or review current SWPBS strategies.