Background:
Forest Lake SHS, located in the Brisbane suburb of Forest Lake, was established in 2001 and has a current student population of 1272. The school comprises of a Middle School (Years 8-9) and a Senior School (Years 10-12). School Wide Positive Behaviour Support (SWPBS) has been implemented at the school.

Commendations:
- The school's behavioural expectations: Prepared, Respected, Included, Dedicated and Educated (PRIDE) are clearly defined, highly visible, widely communicated and known. These expectations form the basis of behavioural conversations for both positive and inappropriate behaviour.
- The school is driving a strong agenda around the SWPBS framework. This strategic process is led by the PRIDE team, which includes the PRIDE Maintenance teams (Consequence Systems, Student Education and Development, Staff and Community Education and Development, Acknowledgement Systems and the Data Systems teams), the Intervention Team and the Student at Risk (STAR) team.
- The extensive use of data to analyse and evaluate student behaviour at the cohort, class and individual student level to determine the effectiveness of behaviour management strategies.
- The significant focus that is placed upon student support and welfare featuring a coordinated team based approach to assist students at risk of disengaging from learning. This process includes the provision of behaviour workshops for students requiring further support and intervention. Individual student plans are developed for students at risk.
- The pod structure of the Junior Secondary school, which facilitates the development of positive relationships and a sense of community and belonging.

Affirmations:
- The whole school focus upon the implementation of The Art and Science of Teaching (ASOT) Design Questions 6 and 7 (Establishing Rules and Procedures and Adhering to Rules and Procedures).
- The development of a clear set of processes to support the implementation of the school’s Responsible Behaviour Plan for Students, for example: late arrivals, truancy and uniform processes.
- The development of a system of individual and whole class rewards, including positive postcards sent home, special privileges and the use of stickers in the Junior Secondary school.
- The professional development provided to staff members, including new staff members upon induction to ensure the Responsible Behaviour Plan for Students is being implemented consistently.
- The explicit teaching of school wide expected behaviours (the PRIDE expectations) in all classes.
- The development of a School Wide Expectations Teaching matrix to identify the positive behaviours, which reflect the school values in a variety of settings.
- The extensive focus upon improving the attendance of students including, the appointment of an engagement officer, which has seen a reduction in student absence from class.

Recommendations:
- Encourage all staff members to record incidents of positive behaviour and outstanding student achievements into OneSchool.
- Review the implementation of the explicit teaching of the Behaviour of the Week to ensure a consistency of practice across all year levels.
- Develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.
- Engage parents in the monitoring and reviewing of the school’s behaviour management processes.
- Continue with the provision of professional development to upskill staff members in effective behaviour management processes.
- Consider the development of peer mentors to support students in Junior Secondary, particularly in preparation for the introduction of Year 7 into secondary school.