Background:
Thulimbah SS is located 10 kilometres north of Stanthorpe, within the Darling Downs South West education region. The school was established in 1914 and has a current enrolment of 31 from Prep to Year 7. The Principal, Ben Austen, was appointed to the position in 2013.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed and updated in 2014. The school has undertaken training in Schoolwide Positive Behaviour Support (SWPBS). An SWPBS committee is driving this implementation.
- The school has four school wide expectations: Be Safe, Be Responsible, Be Respectful and Be a Learner. These expected behaviours were generated with community consultation and are explicitly taught to students.
- The RBPS has a matrix of how students can display the expected behaviours. This matrix is made available to all families on the school website.
- The Principal and staff members are driving an explicit agenda to actively engage students in their learning and adjusting the curriculum to suit the learning style for each student.
- Positive student behaviour is strongly emphasised and is reinforced through a range of whole school celebrations including Brilliant Behaviour awards. These celebrations recognise positive behaviours on a daily, weekly and term basis.
- Positive behaviours are recorded in OneSchool and the school has a process to record minor and major entries into OneSchool.
- The Principal is working closely with the local high school to develop a transition program for students in Year 6 and 7 to successfully transition to Junior Secondary in 2015.

Affirmations:
- The school’s focus on building student resilience through the research based Play is the Way program, is an innovative and valued response to trend data indicating student difficulties with emotional management and problem-solving.
- Parents report that they highly value the small school culture and enthusiastically describe how teaching staff quickly provide support or extension work to assist their children to learn at their developmental level.
- The active role played by skilled and informed teacher aides is a feature of the learning environment. This includes small group instruction in literacy and numeracy programs, as well as, active involvement in personalised learning support for students.
- Staff members and parents describe positive stories of students with complex behaviours being intensively supported by the school to modify and adjust the curriculum for the student, resulting in positive student outcomes.

Recommendations:
- Continue the SWPBS training and implementation with the whole school.
- Explore options to progress the engagement of parents with the school to maximise understanding and support for the school’s supportive learning environment and to extend that learning environment for students beyond the school. Include opportunities to offer parenting information, support and training to reflect the school’s involvement with SWPBS.
- Further develop staff members’ skills when using the OneSchool classroom dashboard as an aid to monitoring student trend data in attendance, behaviour and academic development.
- Continue to monitor and influence the improved attendance of students to reflect the school’s alignment to the Every Day Counts initiative.