Background:
Yelarbon SS, opened in 1912 and located in the Darling Downs South West region has a current enrolment of approximately 34 students. The current Principal, Mrs Philippa Sly, was appointed to the position in 2008.

Commendations:
- The Principal has led significant change in the approach to managing student behavior over the last 12 months. This has ensured a safe, supportive and disciplined learning environment and demonstrates a strong conviction that student engagement and regular attendance are key to improved student learning.
- The school values of We are Safe, We are Respectful, We are Learners and We are a Team are visible throughout the school and are known by all staff members and students. These values impact positively on the school culture.
- There has been a large amount of communication with the nearest high school, leading to visits to and from both schools. The schools have similar values and will assist student readiness when moving to secondary schooling.
- The school’s face to face and online induction program has assisted new staff members understand behaviour procedures, protocols and expectations. This will ensure consistency of approach through any future leadership change.

Affirmations:
- A range of data has been strategically used to identify areas for improvement and inform decision making. Much of this data is short cycle data which is assessed by the whole school team fortnightly.
- The Parents and Citizens’ Association (P&C) endorse and support the school’s behaviour management processes.
- Each staff member, in consultation with the Principal, has developed and implemented a Professional Development Plan that includes annual training in behavior management skills.

Recommendations:
- Consider the formal recording of data analysis meetings to provide a point of truth for the school.
- Develop procedures and protocols for entering positive student behaviour incidents into OneSchool. Implement accountability procedures to ensure that the data is valid and reliable.
- Implement formalised standards for reporting A to E expectations for both behaviour and effort to ensure consistency when reporting on student achievement to parents. Ensure that there are processes in place for formalised, rigorous, whole school moderation of these standards.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies.
- Ensure that the recently introduced, formalised approach to the delivery of the explicit teaching of expected behaviour is consistently implemented and timetabled.
- Continue to embed the behavioural practices that have been implemented throughout the school over the last 12 months. Ensure that these practices regularly reviewed and that any adaptations are recorded.