Background:
Jimbour SS is located 22 kilometres from Dalby, within the Darling Downs South West education region. The school has a current enrolment of approximately 33 students. The Principal, Jasmine Malmborg-Moore, was appointed to the position in July 2014.

Commendations:
- The Principal and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. Staff members are committed to providing students with a supportive environment in order to improve student learning.
- The school’s Senior Student Leaders play an important role in modelling positive behaviours to younger students and this has assisted in maintaining a positive learning environment.
- Teacher aides are highly valued by the school and the community for their role in engaging students and providing significant support to the school’s behaviour management.
- The school has recently introduced a Student Behaviour Bank Book that is designed to raise student awareness that actions have consequences that could be positive or negative. The strategy has delivered additional benefits, including the promotion of financial literacy skills, as well as, being adopted by some parents as a home-based parenting strategy.

Affirmations:
- The school has maintained student attendance data through its strong community connections and by providing a positive, engaging environment.
- A clear set of processes have been developed to support the implementation of the school’s Responsible Behaviour Plan for Students (RBPS). Staff members feel supported by these processes.
- The school has recently instigated the development of a student program that is designed to develop their socio-emotional skills.

Recommendations:
- Continue the community-based review of the Schoolwide Positive Behaviour Support (SWPBS) as a means of delivering a positive school learning culture through the implementation SWPBS.
- Maintain a focus on improving student attendance rates in order to ensure positive achievement outcomes for students.
- Consider the development of a matrix to guide teacher decisions about standards of Behaviour and Effort on report cards, to ensure a consistent application of standards by all teachers.
- Explore strategic ways to further engage the wider school community in the supportive school environment through enhancing relationships, developing parent skills and strengthening the school’s positive profile.
- Continue with the provision of professional development in Essential Skills for Classroom Management and Restorative Practices, supported by the classroom profiling process, to develop staff members’ capability in classroom management and to ensure a consistency of practice.
- Further develop the implementation of the school’s social skilling strategies to raise the level of student wellbeing, for example, Play-is-the-Way.
- Review the extent of extra-curricular and play-based options, to ensure that students are able to be active participants in all facets of the school day.
- Deliver staff members’ professional development to ensure they are able to deliver a set of clear protocols around the use of student behaviour data via OneSchool. This would allow the school to capture, review, refine and celebrate student data as part of a regular routine within staff meetings.
- Develop and implement a school attendance plan based on strategies that can be delivered to students and parents to positively impact attendance data.