Background:
Karara SS is located 50 kilometres west of Warwick in the Darling Downs South West education region. The school was established in 1908 and has an enrolment of 7 students from Prep – Year 7. The Principal, Kyle Low, was permanently appointed to the position in 2014.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed and updated in 2014.
- The expected behaviours for the school are based on the values of Safety, Tolerance, Responsibility, Integrity, Vision and Effort (STRIVE) and reflects the school motto, Strive to Succeed. These values were generated with community consultation and are explicitly taught to students.
- The RBPS has a matrix of how students can display the expected behaviours and this is made available to all families on the school website. Each student has a book mark with their personal value goal to focus upon for the term.
- The Principal and staff members are driving an explicit agenda to actively engage students in their learning, especially reading, with a strong focus on adjusting the curriculum to suit the learning style for each student. Students report that the learning they do in class is appropriate for them to learn successfully.
- 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.
- Positive student behaviour is strongly emphasised and is reinforced through a range of whole school celebrations. These celebrations are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly and annual basis.
- The school has implemented processes in regards to the recording of minor, major and positive incidents of behaviour.
- 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 Second Step: Skills for Social and Academic Success program is a highly valued response to trend data indicating some student difficulties with emotional management and problem solving.
- Parents report that they highly value the small school environment and tight school community that has been formed. Parents further comment that students receive a high amount of assistance in their learning.
- The recently introduced Behaviour Ladder, as a visual prompt for student self–management, is well understood by staff members and students.

Recommendations:
- Continue to use OneSchool to monitor attendance data and use this information to influence the improved attendance of students at school to reflect the school’s alignment to the Every Day Counts initiative.
- Continue to progress the engagement of parents with the school to maximise understanding and support for the school’s development of a supportive learning environment and to extend the learning environment for students beyond the school.
- Explore and expand upon the development of student resilience that has resulted from enhanced curriculum engagement and learning for students derived from the Second Step program.