Background:
El Arish SS is located 21 kilometres from Tully, in the Far North Queensland education region. It is a three teacher school with a current enrolment of 56 students from Prep to Year 7. The Principal, Mr Alexander Neilsen, was appointed in 2009.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These expectations are continually communicated and are evident in the behaviour of all students.
- The school's values and beliefs are based on creating a learning environment that realises the potential of individual students.
- The impressive gardens and artistic features throughout the school reflect the sense of belonging and pride that is evident in the school. There is a school ethos built around high expectation and student academic success.
- The school involves the Historical Society, a local community resource, as well as local businesses in curriculum activities and cultural celebrations, enhancing the profile of the school and it's students.
- The introduction of the Positive Behaviour for Learning (PBL) has been instrumental in formalising student behaviour centred on the four rules of, We Care for Ourselves, We Care for our Learning, We Care for Others and We Care for our School.
- The school's participation in the Anzac Day Dawn Service, and other community activities, including, football competitions, tennis and movie nights add to the high profile of the school. Visits from the Rural Fire Brigade, Brave Hearts, Northern Pride and Queensland Railway indicate the variety of activities which are provided for the students.
- Visiting specialists in Occupational Therapy, Speech Therapy, Physiotherapy and Autism provide support for the school community and individual students.
- The school has a playgroup which is held each Friday and there are close associations with the local day care centre which joins in with Story Time and Music Mornings at the school. This provides additional opportunities for families to be involved within the school.
- Students are well aware of the expectations and consequences of inappropriate behaviour.

Affirmations:
- All teachers actively teach and continue to revise the behaviour rules within their classrooms and the playground.
- The school leadership team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that inappropriate behavior is dealt with promptly and in a respectful manner.
- Overall student behaviour is of a high standard and adopted strategies are working successfully.
- There is evidence that school generated data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school, to ensure it’s effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the school’s data plan so that behaviour and attendance information are included in the systematic collection of data.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behavior management and program development.
- Review the data collection process to ensure that both positive and inappropriate behaviour incidents are recorded in OneSchool in order to allow a full analysis of student data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Establish stronger connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition to Junior Secondary.