Background:
Baralaba SS is a P - 10 school located in the Central Queensland education region. The school has an enrolment of 91 primary and 27 secondary students. The Principal, Mrs Melissa Austin, was appointed to the school in 2014.

Commendations:
- There has been positive progress made since the previous Teaching and Learning Audit in 2012. This is particularly noticeable in the areas of; An Explicit Improvement Agenda, An Expert Teaching Team, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- Staff members speak of the improvement in the school's culture, student behaviour and student learning over the past 12 months.
- The analysis of student data to identify strengths and weaknesses of learning is an effective whole school practice. The analysis of the Reading Program and the courage to make substantial changes to ensure successful outcomes for students is a good illustration of the effective use of data.
- The development of tracking devices to ensure student learning is monitored is an effective practice.
- Good planning practices have been implemented at the school, providing teachers with clear expectations and direction. The use of OneSchool as a planning tool is good practice.
- The school has effectively implemented the Schoolwide Positive Behaviour Support (SWPBS) as a whole school approach to developing a supportive learning environment. The SWPBS committee provides a clear direction for the school.

Affirmations:
- Teachers have effectively implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography. The effective process of planning days with curriculum leaders is developing a consistent approach across the school.
- Coaching and mentoring practices are being implemented.
- The school has developed differentiation practices. The use of OneSchool for recording data, monitoring of students and embedding differentiation into planning is a developing good practice.
- All staff members are engaged in the Developing Performance Framework (DPF) as the basis for professional learning that is directly linked to the school priorities.
- The school is developing a seamless approach to the implementation of Junior Secondary.
- Secondary teachers have developed templates for teacher planning and student assignment work. This practice is developing a consistent approach across the sector.
- The school has developed an effective pedagogical framework. There are also placemats for reading, spelling and writing. Numeracy is currently being developed.

Recommendations:
- Sharpen and narrow the whole school’s attention to a core learning priority. Embed teaching practices to ensure a consistent approach across the school.
- Ensure there is consistency of curriculum delivery, by reflecting on assessment practices and the implementation of moderation practices. Linking with other schools would support this practice. Consider the use of Information Communication Technology (ICTs).
- Continue to refine data collection practices across the school. Provide professional development so all teachers have a good understanding of the assessment tools being implemented.
- Continue to implement the school’s higher order thinking strategy to deliver consistent language and questioning strategies across the years of schooling.
- Build on present strategies to increase feedback practices to students, parents and teacher to teacher.