Background:
Stanthorpe SS is located in the Darling Downs South West Education Region. The P-7 enrolment is 320 students. Principal, Jo-Anne Pozzi was appointed in 2012.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in A Culture that Promotes Learning and An Expert Teaching Team.
- There is an optimistic commitment by staff members to school improvement strategies and an expressed community confidence in the strategic direction of the school.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- Targeted human resource deployment maximises student learning and effective teaching in literacy. The professional contribution of teacher aides is highly valued.
- School Wide Positive Behaviour Support is establishing an effective platform for productive teaching and learning.
- Parents are encouraged to take a genuine and close interest in their child’s education and are actively engaged in school activities.

Affirmations:
- Teaching staff are collaboratively developing a pedagogical framework that clearly indicates shared beliefs about the kinds of teaching practices they wish to see occurring across the school.
- The establishment of professional teaching teams facilitate a collegial culture focused on improving classroom teaching practices.
- Developing Performance Framework processes are linked to school priorities and are responsive to the developmental needs of staff members.
- Students with Additional Needs (SWANs) program and support provisions facilitate integration and effectively cater for the differentiated needs of students with disabilities.
- A process is in place to support teacher moderation of student assessment.
- Individual Learning Programs record differentiated learning needs for targeted students.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements and providing feedback about student achievement.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Review the school curriculum plan to address all key learning areas (KLAs) while ensuring horizontal and vertical alignment so there is continuity and progression of learning across the multi-age structure.
- Review the current mandatory assessment framework to include shorter term cycles for the collection and analysis of student achievement data in priority learning areas across the school.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Extend current coaching structures to develop a strong collegial and self-reflective culture in which teachers welcome school leaders and colleagues to observe their teaching, discuss their work with them and provide developmental feedback.
- Progress current initiatives focused on the enhancement of staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.
- Enhance current processes that link the analysis of student assessment data with recording adjustments to teaching programs so as to address the differentiated learning needs of students.
- Investigate a process for the identification of student learning goals through linkages to regular and timely feedback to students.