Background:
Goombungee SS is a small rural primary school located approximately 50 kilometres north-west of Toowoomba, within the Darling Downs South West education region. The P – 7 school has a current enrolment of approximately 116 students. The Acting Principal, Skye Gabler, has been in the position since 2013.

Commendations:
• Since the previous Teaching and Learning Audit in 2010 the school has improved in all 8 domains.
• The Principal has narrowed the school improvement focus over the last two years with rigorous programs to improve, student attendance, reading, pedagogy and behaviour. Gains have been demonstrated in each of these areas.
• Dedicated reading instruction time for all students has been supported by improving the knowledge and consistent use of targeted teaching strategies, along with additional trained adults. The development of teacher expertise, along with systematic monitoring of student reading strengths and weaknesses, has made a huge impact on the proportion of students reaching Regional Reading Benchmarks.
• The school has adopted Explicit Instruction as its signature pedagogy. These learning routines are visible in teachers planning and classroom practice. Students know and tell of their role in each phase of the learning.
• Curriculum knowledge, unit planning and monitoring are rigorous processes in the school. Assessment focused, sequentially developed and differentiated teaching has greatly increased teacher and parent confidence in the quality of teaching.
• Short cycle data, systematic achievement analysis, and annual standardised assessment on a five weekly schedule, have greatly improved the match between student need, planned teaching and intervention strategies.
• The Student Support Services (SSS) Team has been very effective in managing and applying teaching skills; and providing expert staff resources to address individual learning challenges as they arise. Improved record keeping ensures this knowledge is passed from teacher to teacher.

Affirmations:
• The use of individual learning goals in all year levels has greatly improved the students focus on specific learning targets and improved behaviour.
• A real sense of urgency and focus on teaching exists in all classrooms in the school.
• The Department’s Developing Performance Framework (DPF) process involves joint planning, professional feedback and ongoing dialogue about improving professional practice.

Recommendations:
• Continue to analyse student achievement information, with a view of identifying the next learning step.
• Continue to develop teacher expertise using the school wide pedagogy to build consistency of the learning culture across the school.
• Develop parent’s knowledge of the consistently used learning strategies in use in classrooms.
• Explore and discuss the preferred strategies teachers regularly use to plan to extend and enrich daily teaching programs for more able learners.