Background:
Tingoora SS is located 23 kilometres north of Kingaroy in the Darling Downs South West education region. The school has been offering learning opportunities to the community since 1908 and has a current enrolment of approximately 43 students from Prep – Year 7. The Principal, Julie Matherson, was appointed to the position in 2010.

Commendations:
- There has been progress made in all eight domains since the previous Teaching and Learning Audit, most significantly in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture That Promotes Learning; Targeted Use of School Resources; An Expert Teaching Team; Differentiated Classroom Learning; and Effective Teaching Practice.
- Opportunities to moderate standards of work with colleagues outside of the school are provided termly. This school is part of the Kingaroy Education Group (KEG) and staff member’s moderate student work in the areas of English, Mathematics, science, and history.
- The school has a detailed gathering and assessment schedule in place for all students. This academic data is reviewed weekly by the Data Team and students who require support are identified. The Whole School Data Wall displays achievement levels and targets for all students at this school.
- There is a strong early intervention focus using a three tiered approach: Analyse Data: Ability Grouping; and One to One Intervention. Students identified as requiring additional support or requiring extension are provided with Evidence Based Plans (EBP).
- Staff members have been assigned responsibilities across a number of areas including data, behaviour and intensive support. They describe the high level of support and training received to enable success in their role.

Affirmations:
- All staff members have detailed timetables which outline where, when, what and with whom they will be working with.
- Through participation in the Developing Performance Framework (DPF), detailed individual professional development plans have been established to align with the school’s Professional Learning Plan and reflect the school’s Explicit Improvement Agenda.
- The explicit teaching model of, I do, We do and You do, is being implemented as a structure to enhance all lessons. Staff members receive training from a pedagogical coach in this mode of delivery.
- Students have set targets around the areas reading, spelling, behaviour and attendance.
- There is clarity around the school’s Improvement agenda which is evident in timetabling, teaching and the school’s budget.

Recommendations:
- Clearly define the expectations regarding the embedding of higher order thinking in all subjects. Support teachers in meeting these expectations through systematic professional development.
- Configure reports so they show progress over time and include suggestions for ways in which parents can support their child’s learning.
- Continue to build on the coaching and mentoring of staff members. Formal feedback on instructional delivery, planning and future goals should make up part of this observation process.
- Ensure OneSchool is used as part of the recording process for standardised testing and baseline data.
- Explore the development of an induction pamphlet for itinerate and relief teachers. This pamphlet is to provide a snap shot of expectations and responsibilities at the school.
- Ensure that A to E achievement on student reports, reflect A to E standards for students’ current year level.