Background:
Quinalow SS has proudly served the local community since 1908. Quinalow is located near the Bunya Mountains National Park, north-west of Toowoomba. The school provides education for approximately 60 Prep - Year 10 students.

Commendations:
- Since the last Teaching and Learning Audit significant progress has been made in the domain Targeted Use of School Resources. Human and financial school resourcing has been prioritised to provide additional support to improve the school’s ability to meet the needs of all students.
- The explicit improvement agenda has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). The current focus is reading.
- There are some outstanding teaching practices occurring at different junctures which can provide a platform for peer mentoring and coaching opportunities.
- Teachers and teacher aides support differentiated groups of students with their reading.
- Every child from Prep - Year 2 has an Individual Learning Plan (ILP) which is collaboratively designed by class teachers, Support Teacher: Literacy and Numeracy (STLaN) and teacher aides. Data is used to refine ILPs each term and allocate appropriate support and enrichment to personalise their learning.
- The Principal has held formal conversations with each teacher to support them in making progress towards achieving school and regional targets.

Affirmations:
- The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.
- Interactions are focused on learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students.
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback. Informal mentoring conversations occur across the whole school.
- The Parents and Citizens’ (P&C) Association provides funds to improve school resources and facilities.
- The Curriculum Pedagogical Coach is beginning to work alongside teachers to implement the explicit teaching pedagogical framework.
- Moderation of student’s work from all year levels occurs with a variety of neighbouring schools.
- The STLaN and teacher aides withdraw some identified students to provide individualised focused teaching and curriculum.

Recommendations:
- Continue to develop the whole school pedagogical framework to clarify the kinds of teaching you wish to see. Support this through a planned and formalised approach to coaching and mentoring.
- School leaders need to be hands on in driving evidence-based teaching practices across the school. Ensure the priorities; timelines and monitoring how classroom practice contributes to achievement of this stated agenda are made more explicit.
- Continue to build teachers’ capacity to improve classroom teaching; to take action and monitor progress by developing more sophisticated data literacy skills. Use literacy and numeracy data to identify gaps and misunderstandings in student learning, to monitor improvement over time and growth across the years of schooling.
- Ensure timely feedback and high expectations of every student’s learning, especially those achieving in the upper two bands, are key elements of the school’s push for improved teaching and learning.
- Continue to implement the Australian Curriculum by monitoring student engagement and outcomes. Adopt or adapt Curriculum into the Classroom (C2C) resources guided by professional judgement.
- Supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of schooling. Ensure that the teaching and learning is building on to and extending that of previous years.