**TEACHING AND LEARNING AUDIT**  
**EXECUTIVE SUMMARY – JIMBOUR SS**  
**DATE OF AUDIT: 15 OCTOBER 2012**

**Background:**
Jimbour SS is a small rural co-educational school located amongst farmland 22 kilometres north west of Dalby. It presently has 21 students enrolled from Prep - Year 7 in multi-age classes.

**Commendations:**
- Since the last Teaching and Learning Audit report in 2010, there has been considerable progress in the developing and implementing of a clear school improvement agenda. The school improvement agenda has been effective in focusing the whole school’s attention on core learning priorities.
- The Principal and staff members have developed and are driving the school's explicit improvement agenda in reading, spelling and attendance.
- The Principal is clearly committed to finding ways to improve on student outcomes.
- The development of community partnerships is to be commended, for example, the farmers' garden project.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.
- The Principal has a vision and desire for effective teaching practices that enhance student learning outcomes and has identified ways to personally drive the improvement agenda in the school.

**Affirmations:**
- The school is identifying student learning needs and applies available resources through structured support in classrooms by teacher aides.
- The school has implemented the Australian Curriculum in English, mathematics and science.
- Physical spaces within classrooms are flexible and have been used effectively to allow whole group, small group or individual work.
- ICT resources are well distributed around the school to allow easy access for all students when required.
- Individual student profiles and assessment records have been developed for every student.

**Recommendations:**
- Develop and document a whole school plan for professional development of aligning staff professional performance plans with the school priorities.
- Develop a process for teachers' self-reflection and critique processes, for example, through mentoring and coaching, teachers visiting others classrooms and the Principal visiting classrooms and providing feedback.
- Continue to develop and implement a whole school curriculum plan with reference to a shared vision; beliefs about quality teaching and embedding the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas.
- Continue to develop a school wide process of data analysis of student progress to identify gaps and special needs.
- Develop a process of assisting students to monitor their own learning and setting their own goals for future learning.
- Reinforce planning requirements to ensure consistency of planning and adjustments for students’ differentiated learning by all teaching staff.
- Develop tailored, regular and sustained interventions for students requiring additional support in literacy and numeracy.
- Continue to build a culture that promotes high levels of intellectual rigour and the engagement of students through meaningful and challenging learning opportunities in all classrooms.