Background:
Brigalow SS was established in 1908 and is located approximately 20 kilometres from Chinchilla, within the Darling Downs South West education region. The school has a current enrolment of approximately 17 students. The Principal, Trudi Eather, has been acting in the position since July 2013.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 the school has shown improvement in the domains: Analysis and Discussion of Data, An Expert Teaching Team and Effective Teaching Practice.
- The school has a clear explicit improvement agenda around reading, with particular emphasis on the Light Educational Ministries (LEM) phonics program that is being delivered across all year levels.
- The school has set both aspirational and benchmark targets around reading that are well known to students, teachers and parents. These targets have appropriate strategies and funds have been directed to ensure that they are being appropriately supported.
- The Principal has instigated a coaching program for all staff members which is documented in staff members’ individual Developing Performance Plans. Both the coaching and performance plans are directly aligned to the school improvement agenda.
- The Principal is leading the school through an effective, collaborative and inclusive decision making process. This management style is providing a strong level of staff support and engagement that is ensuring genuine and positive teamwork.

Affirmations:
- The school has created connections with the local high school in order to achieve a smooth transition for Years 6 and 7 students as they prepare to move Junior Secondary in 2015.
- The parents and carers have a strong sense of ownership and provide important support for the school. This support is matched by the staff members’ commitment; hence the school has a very positive environment that can foster the foundation for effective teaching and learning.
- The school is committed to maintaining positive relationship with its local cluster schools and has been actively supporting cross-school moderation.

Recommendations:
- Continue to engage with the assigned Pedagogy Coach and investigate the potential from developing a broader scope of work with the local cluster schools.
- Continue to provide staff members with professional development around OneSchool, as a means of providing a whole school approach to curriculum and assessment planning.
- Investigate the possibility of implementing a whole school systematic electronic mark-book for recording each summative assessment task, for each subject, for each student.
- Develop a clear and consistent process for allocating end of semester academic results in student reports. The approach should be educationally sound and transparent and also promoted to parents and students.
- Provide routine staff data investigation sessions to interrogate group and individual student data, including commercial and standardised tests, as well as, student subject-based assessments in order to refine teaching and learning strategies.
- Further develop student skills at setting and actioning their individual learning goals. The intended student actions need to be specific and measureable and also shared with parents to ensure further assistance towards achieving these goals.