Background:
Maryvale SS is a two teacher school with 19 students in the Darling Downs region. The school celebrates its centenary in 2013.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, A Culture that Promotes Learning and Systematic Curriculum Delivery.
- The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes in reading, spelling and numeracy.
- Targets for improvement are clear and accompanied by timelines.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement in reading levels across the school year levels.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace.
- The school has developed processes, for example systematic testing, for identifying student learning needs.
- Teachers are to be commended on their implementation of Curriculum into the Classroom (C2C) in English, mathematics, science and history and essential learnings in other key learning areas.
- Staff morale is generally high.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- The Principal has implemented the Department’s Developing Performance Framework as the basis for professional discussions with teachers and teacher aides.
- Teachers use a process to identify differentiation strategies within their unit planning.
- Continue to provide opportunities for teachers to take on leadership roles outside the classroom.

Recommendations:
- Develop a strong collegial culture which includes mentoring and coaching, teachers visiting each other’s classrooms and openness to critique by colleagues.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Develop teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Develop a school wide process for identifying specific student learning needs to determine the use of all resources aligned to the school improvement plan.
- Develop whole of school higher order thinking strategies which are embedded within all KLAs.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building onto and extending learning in previous years.