Background:
Clarendon SS is a three teacher school with 53 students. The classes have been arranged as Prep - 2, Years 2 - 4 and Years 5 - 7. The school is situated in the Lockyer Valley in a predominately farming area.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda through a detailed plan to improve reading, spelling and numeracy, Effective Teaching Practices through the development of explicit teaching strategies and Targeted Use of Resources.
- The school has developed an agenda for improvement and the Principal and teachers can describe the improvements they wish to see in student behaviours and outcomes.
- There is evidence that the Principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data.
- There is a documented Professional Learning Plan clearly aligned with the improvement agenda and targeted use of resources.
- The Principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school aligned with the school improvement plan.
- Targets for improvement are clear and accompanied by timelines.
- Staff morale is generally high.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- Information about the school’s performance is communicated to the school community.
- The professional learning activities are focused on building teachers’ understandings of highly effective teaching strategies aligned with the school improvement plan.
- A committed group of parents actively involve themselves in providing a variety of support for the school improvement plan.

Recommendations:
- Further develop the whole school pedagogical framework, to align with the school improvement plan, with a continued focus to learn from research evidence, international experience and from other schools that have achieved significant improvements.
- Continue to develop teachers’ data literacy skills to identify the gaps in student learning, to monitor improvement over time and to monitor growth through tracking devices.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Clarify and track the progression of the Australian Curriculum and essential learnings over years of school. Embed higher order thinking in all key learning areas (KLAs).
- Actively promote the use of differentiated learning for ensuring every student is engaged and learning successfully. Use assessment instruments to identify specific skill gaps in student learning. Ensure planning shows how different needs of students are addressed, including the high achievers.
- Ensure feedback to students is timely, guides student action and is differentiated in students’ workbooks.
- Explore ways to include and engage students and parents in target and goal setting.