Background:
Durong South SS was opened in 1925 and is located in the Darling Downs South West education region. The school has a current enrolment of approximately 31 students. The current Principal, Kerry Deighton, was appointed to the position in 2014.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains: An Explicit Improvement Agenda and Effective Teaching Practice.
- Student leaders describe the challenging work that is provided by their teachers, along with a classroom environment that enables a focus on teaching and learning.
- Opportunities to moderate standards of work with colleagues outside of the school are provided on a term basis. This school is part of the Kingaroy Education Group (KEG) and staff members’ moderate student work in the areas of: English, mathematics, science and history.
- The school has a detailed assessment schedule in place with staff members describing the process for monitoring and viewing data. Minutes of data meetings are recorded.
- Support teachers have been introduced this year to assist accelerated academic development for targeted students.

Affirmations:
- The Explicit Teaching Model, I do, We do, You do, is beginning to be implemented as a structure to enhance all lessons. Staff members receive training from a pedagogical coach in this mode of delivery.
- Teacher planning shows that differentiation strategies are in place.
- Upper school students monitor their own individual data in the areas of attendance, reading, spelling and number facts.
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.
- The school has a number of Educational Support Plans in place for specific students. These support plans outline strategies and goals in the focus areas: Participation, Wellbeing and Academic Achievement.

Recommendations:
- Ensure that through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school’s Professional Learning Plan and reflect the schools explicit improvement agenda.
- Provide teacher aides with detailed timetables that outline where, when, what and with whom they will be working with.
- Implement a coaching and mentoring framework that outlines what and when teachers and teacher aides will be coached. Formal feedback and future goals to make up part of this observation process.
- Build on the current curriculum plan to provide further clarity on what is to be taught each term and year. Ensure the required curriculum set out in the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework (QCARF) is covered.
- Configure reports to reflect progress over time and include suggestions for ways in which parents can support their children’s learning.
- Define the expectations regarding the embedding of higher order thinking in all key subject areas. Support teachers to meet these expectations through systematic professional development.
- Clearly define the school’s explicit improvement agenda. Incorporate clear strategies, associated professional development requirements, budget implications and monitoring processes. Communicate the agenda to the whole school community and celebrate progress as targets are attained.