Background:
Dingo SS is located in a rural setting, 150 kilometres west of Rockhampton. Dingo SS has been providing quality education to the local community since 1876. Students travel up to 90 kilometres to attend the school. The school community is very excited to have a permanent Principal appointed to the school.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). All staff members have engaged in professional development focussed on improving the teaching of reading.
- The Principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. The Principal demonstrates a strong conviction that improved teaching is the key to improved student learning.
- The tone of the school reflects a school wide commitment to purposeful, successful learning.
- School performance data has been used to identify numeracy as the next focus area.
- The school provides opportunities for teachers to take on leadership roles.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics and science and have reflected on how best to address the curriculum requirements of multi-age classes.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- Staff morale is generally high and the Principal has worked closely with staff members to identify the strengths and weaknesses in the teaching team.
- Physical spaces and technology are used effectively to maximise student learning.

Recommendations:
- Ensure teachers cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure programs to meet individual learning needs (for example, programs for gifted students, students with learning difficulties and Indigenous students) are prioritised, where possible, in the school budget.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Refine the school curriculum delivery plan to ensure the progression from year to year and the relationship between the pieces of the plan are obvious.
- Embed the fundamental skills of numeracy and higher order thinking within all key learning areas (KLAs).
- Broaden the range of data collection instruments, analyse the full range of data and continue to ensure data forms the basis for in-depth discussions of teaching practices.