Background:
Brookstead SS is a rural two teacher school with 42 students arranged into two classes of Prep - 4 and Year 5 - 7. The school is situated 35 minutes south west of Toowoomba.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of A Culture That Promotes Learning.
- The tone of the school reflects a school wide commitment to purposeful, successful learning.
- Staff morale is generally high.
- Class ‘busy work’ is kept to a minimum, and an attempt is made to ensure that all students are engaged in meaningful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- Physical spaces are used effectively to maximise student learning. Learning spaces are organised for whole group, small group and individual work.
- Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.
- The school tells stories of significant student improvement.
- Students and staff members have an obvious sense of belonging and pride in the school.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.

Affirmations:
- Staff members have participated in the Developing Performance Framework as a basis for their personal performance and development plans.
- The Principal has begun to pay attention to strengths and weaknesses in the school wide team, to both teachers and teacher aides.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.

Recommendations:
- Develop the Principal and teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- The Principal needs to further develop the agenda for improvement and be able to clearly communicate the improvements they wish to see in student behaviours and outcomes.
- Support all staff members to use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of school.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on explicit teaching of literacy and numeracy.
- Develop a detailed documented school plan and timetable for the annual collection of student data.
- Ensure that all targets are clear with timelines for English, mathematics and science.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Develop staff teaching skills to ensure that differentiation is a priority of the school and a feature of every teacher’s practice.