Background:
Dayboro SS opened in 1873 and is located 45 kilometres north of Brisbane in the picturesque D'Aguilar Ranges. The school caters for the learning needs of 325 students from Prep - Year 7. The school values parents as partners in the education of their children. Current Principal Garry Drummond was appointed at the beginning of 2013.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of A Culture that Promotes Learning, Expert Teaching Team and Systematic Curriculum Delivery.
- A collegial culture has been established and a high level of trust is evident in all facets of the school. Parents speak highly of teacher commitment to their children’s education.
- The leadership and mentorship of the Curriculum Coordinator is highly valued by teachers. The monitoring processes ensure that the enacted curriculum matches what is expected by the school and that particular attention in paid to the vertical alignment.
- The induction processes for new staff members is thorough and is welcomed by them.
- The Principal regularly visits classrooms and provides verbal feedback to teachers.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Student achievement is celebrated in a variety of ways within and outside the school.
- The website has been redeveloped to enhance communication outside the school and a team site has been adopted to provide access via the internet to all staff members.
- Teacher aides work directly with students and are valued highly as paraprofessionals.
- School Wide Positive Behaviour Support (SWPBS) provides clear expectations of, and consequences for behaviour. Consistency of delivery must remain a school wide focus.
- Teachers have begun to set individual learning goals for students.
- Parents are offered training in techniques associated with the teaching of reading.
- WALT (We Are Learning To…) and WILF (What I'm Looking For…) are promoted to clarify learning intentions and success criteria of lessons.
- Teachers engage in professional development pertaining to curriculum fortnightly.
- Clear reporting standards have been developed to guide judgments for reporting to parents.

Recommendations:
- Provide explicit professional development in all elements of the pedagogical framework to establish consistency of practice and a metalanguage for learning at Dayboro SS.
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Build on the strong collegiality to develop a self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide written feedback. Use objective data based on elements within the pedagogical framework to reflect on the effectiveness of teaching practices.
- Formalise coaching and mentoring for all staff members.
- Investigate and employ methods for the assessment of prospective prep students prior to commencement at the school. Utilise the data to prepare appropriate programs, access early support from beyond the school to assist families in the transition to Prep.