Background:
Flagstone Creek SS is located in the Lockyer Valley, west of Brisbane. The school is staffed with a Teaching Principal and two part-time teachers. Mr David Pretridge has been the Principal for 27 years and other staff members have also served the school community for many years. The Parents and Citizens’ (P&C) Association actively supports the school in delivering quality education.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains A Culture that Promotes Learning, Expert Teaching Team and Systematic Curriculum Delivery.
- The Principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school.
- The school ethos is built around high expectations and a commitment to academic excellence.
- The Principal is effectively utilising human resources to support the implementation of creative school wide solutions for addressing student needs.
- The Principal regularly visits classrooms. Teachers have participated in a classroom observation by the Principal which included written feedback.

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.
- The school leadership team is clearly committed to finding ways to improve on current student outcomes.
- Reports to parents show progress over time and include suggestions for ways in which parents can support their children’s learning.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.

Recommendations:
- 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.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Continue to 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.
- Develop an agenda for improvement and communicate this widely using a variety of formats to suit local needs.
- Analyse school performance data over a number of years to identify trends in student achievement levels. Ensure targets for improvement are clear and accompanied by timelines.
- Develop a school wide process for identifying specific student learning needs, including systematic testing to establish learning gaps and special needs. Ensure records of individual student needs, achievements and progress are maintained centrally.