Background:
Coningsby SS was opened in 1884 and is situated ten minutes north of Mackay, within the Central Queensland education region. The school has a current enrolment of approximately 62 students. The current Principal, Howard Frost, was appointed to the acting position in Term 3, 2014.

Commendations:
- Since the previous Teaching and Learning Audit there has been progress made in all eight domains, most significantly in the domains: An Explicit Improvement Agenda, An Expert Teaching Team, and Systematic Curriculum Delivery.
- The small schools cluster Head Of Curriculum (HOC) has designed, and implemented a detailed and easy to follow Internal Monitoring Overview to guide teaching staff on which assessments are required to be completed and expected levels of achievement at each year level.
- There is a clearly defined explicit improvement agenda outlining the two current focus areas: Writing: sentence structure, cohesion, vocabulary and Pedagogy: explicit instruction. This agenda is known by teaching staff.
- Individual student profiles provide an easy to read snapshot of student academic achievement in a number of literacy, numeracy and study/social skills areas.
- The school has used the following programs, Unify and Project 600, to challenge high achieving students. Senior students describe the challenging work they are provided with.

Affirmations:
- A detailed whole school curriculum plan includes time allocated to particular learning areas. This plan provides a context for delivering the required curriculum, as detailed in the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework (QCARF), including what is to be taught each term and year.
- The school has implemented Individual Learning Plans (ILP) and Individual Learning Guarantees (ILG) to support and assist students who are working above and below their expected year level.
- The Explicit Teaching Model, I do We do You do, is being implemented as a structure to enhance all lessons. Class observations show teaching staff working through the different phases of this mode of delivery.
- Years 6 and 7 students will access a variety of secondary schools next year. School visits are planned in Term 4 to assist student readiness for Junior Secondary.
- Words Their Way and STRIVE: Structure, Tier 2, Robust, Instruction of Vocabulary Experiences have been implemented to lift student performance in spelling and vocabulary.

Recommendations:
- Ensure that through participation in the Developing Performance Framework (DPF), individual professional development plans for all staff members are established and align with the school’s Professional Learning Plan.
- 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.
- Harness the power of high quality feedback to students, by identifying and employing clear methodology, including annotations in workbooks. Ensure that there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Provide further opportunities for teaching staff to regularly moderate their work both at school and at a cluster level.
- Adopt a whole school differentiation template and ensure that the effective and valued differentiated learning that is evident is formally recorded in teacher planning.
- Each term, share the improvement goals and targets that are detailed in individual student profiles with parents and celebrate when targets are achieved.