Background:
Gumlu SS is located in a rural setting, 140 kilometres south of Townsville. The school is staffed with a Teaching Principal and 14 students currently attend the school. Part time teachers provide specialist services such as physical education, music and Languages Other than English (LOTE).

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, A Culture That Promotes Learning, Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- The explicit improvement agenda with a focus on explicit instruction and reading has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP).
- A whole school reading plan has been written and implemented across all year levels. Reading data has shown that students are making progress towards school targets.
- NAPLAN data has been summarised by the Principal and shared with teachers. A detailed NAPLAN improvement plan has been implemented.
- The tone of the school reflects a school wide commitment to purposeful, successful learning.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The school leadership team is clearly committed to finding ways to improve on current student outcomes.
- Respectful relationships are reflected in the ways in which staff members, students and parents interact.
- The Principal sees the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- The five weekly data reports to parents are an effective means to report student progress and to provide suggestions for ways in which parents can support their children’s learning.

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.
- Encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- 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.
- Encourage parents to take a genuine interest in the work of the school and welcome them as partners in their child’s learning.
- Ensure programs to meet individual learning needs (for example, programs for gifted and talented and Indigenous students) are implemented and prioritised, where possible, in the school budget.
- Review the full range of school data targets and ensure the targets reflect the high expectations of the school.