Background:
Tarampa SS is located in a rural setting, close to the city of Ipswich. The school is staffed with a Teaching Principal and three additional teachers. The school has grown steadily in population and now has four classes.

Commendations:
- Since the last Teaching and Learning Audit significant progress has been made in the domain An Explicit Improvement Agenda with reading clearly articulated as the focus area.
- The school community, school leaders, and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The Principal deploys staff members in ways that make best use of their expertise.
- The school Principal explicitly promotes the use of differentiated teaching as a strategy to meet the needs of individual students.

Affirmations:
- Physical spaces within classrooms are flexible and have been used effectively to allow whole group, small group or individual work.
- A school wide commitment to every student’s success is evident and staff of the school tells stories of significant student improvement.
- The school wide approach to the teaching of reading maximises the efficiency of school resources.
- Teacher aides are used effectively to provide learning programs to students.

Recommendations:
- Establish targets for improvement which are specific and are accompanied by timelines.
- Provide professional development in the analysis and use of school assessment data.
- Use data to identify gaps in student learning, to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.
- Continue to develop a whole school curriculum plan that includes term and unit plans for all key learning areas (KLAs).
- Develop formal mentoring and coaching arrangements characterized by regular observation and feedback.