Background:
Coalstoun Lakes SS was established in 1910 and is located approximately 120 kilometres from Bundaberg, within the Central Queensland education region. The school has a current enrolment of approximately 25 students. The Principal, Benjamin Reed, was appointed to the school in January 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 the school has shown improvement in the domains: An Explicit Improvement Agenda and Effective Teaching Practice.
- The Principal and the school’s Leadership Team have a clear focus around Explicit Instruction and reading. The leadership has ensured success in this area by aligning the professional development program, pedagogical framework, school budget and the Department’s Developing Performance Framework (DPF) plans to achieving their goals in the identified areas of the Explicit Instruction model.
- The Principal is directing skills, time and budget to raising the level of Information Communication Technology (ICT) standards and infrastructure. This focus is delivering greater teacher flexibility and greater student engagement in the classroom.
- The students have become active contributors in their own learning through the recent implementation of an individual student data booklet. The booklet allows students to be aware of their own attendance and academic goals and is also used to inform parents and provide the opportunity to celebrate the achievement of set targets.
- Teacher aides are playing a significant support role in the teaching and learning process and are highly valued by staff members, students and parents.

Affirmations:
- The school has curriculum and assessment plans that align to the national curriculum requirements.
- The parents and carers have a strong sense of ownership and provide important support for the school.
- The school is working with the local high schools to support the effective transition of the current Years 6 and 7 students to Junior Secondary.

Recommendations:
- Complete and promote theStaff and Parent Draft Handbooks to ensure that the school’s programs and processes are well known and can provide support and clarity for new staff members and families.
- Provide additional on-line parent information that includes curriculum subject overviews and assessment schedules, so that they can be active participants in their children’s learning.
- Refine the process around the setting of individual student learning goals so they are tailored to the different age groups and also include specific and measurable strategies. Create opportunities to celebrate when set targets are achieved.
- Develop and implement a consistent approach to the use of the OneSchool platform with regard to entering student data sets. Include a quality assurance component to ensure the data being used for decision making purposes is both reliable and valid.
- Develop a deeper level of clarity and consistency around the allocation of academic results in the end of semester reports. Provide quality assurance strategies to ensure consistency and reliability in the process.
- Continue to liaise with the cluster by promoting and encouraging professional sharing of good practices, and look for opportunities to deliver programs that might not be possible if the school was working in isolation; possible examples of cluster programs could include, sports, moderation and professional development initiatives.