Background:
Rollingstone SS is situated within a semi-rural area between Townsville, and Ingham, a distance of approximately 60 kilometres both ways. Rollingstone Creek meanders through the community and empties into the sea at the beach suburb of Balgal Beach. The school has a population of 65 students and operates with three classes.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domain An Explicit Improvement Agenda.
- The school has clearly communicated that reading is the main focus area of the school and all available resources have been allocated effectively to support the improvement of reading.
- The Principal has implemented processes to identify the strengths and weaknesses of staff members and is effectively utilising the strengths of the team.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. The Principal has made this a focus in 2013.
- School leaders are committed to continuous improvement in teaching practices throughout the school and expect teachers to identify ways of doing this.

Affirmations:
- There is a particular focus on improved teaching methods in reading and science.
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback. Although this is yet to be implemented.
- The school’s Responsible Behaviour Plan has recently been reviewed and approved by the school community.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- Staff morale is generally high.
- Physical spaces and technology are used effectively to maximise student learning.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.

Recommendations:
- Ensure there is a documented school plan and timetable for the annual collection of student outcome data.
- Ensure targets for improvement are specific and are accompanied by timelines.
- Implement programs to meet individual learning needs (for example, programs for gifted students, students with learning difficulties and Indigenous students) and ensure these are prioritised in the school budget.
- Develop a whole school professional learning plan and implement arrangements for mentoring and coaching. Encourage teachers to visit each other’s classrooms and welcome opportunities to have the Principal observe and discuss their work with them.
- Further refine the school curriculum delivery plan to ensure the progression from year to year and the relationship between the pieces of the plan are obvious.
- Ensure planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided. Ensure a consistent method is used to record differentiation for students.