Background:
Tolga SS is situated six kilometres from Atherton in Far North Queensland. The school was established in 1895 and caters for 336 students from Prep - Year 7. Extra-curricular activities for example choir, musicals, choral speaking, sport and instrumental music are valued within the school community.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 the school has made improvement in the domain of Differentiated Learning. School leaders encourage teachers to tailor their teaching to student needs and readiness.
- A school wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. The programs established to meet these individual learning needs are respected and valued by the community.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. There is a strong sense of ownership towards the teaching of values by students, staff members and parents.
- There is evidence that the Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.

Affirmations:
- The school implements a charter for teaching set around school wide pedagogy, learning environment and student engagement.
- There is a literacy and numeracy improvement overview which outlines the process, strategies, timelines and roles in implementation of focus strategies.
- The school has implemented a Gifted and Talented Program for numeracy extension and science booster project.
- Data has been used throughout the school to identify gaps in student learning, to monitor improvement and growth.
- The cluster initiative, Reach for the Stars program, supports to extend academic and social experiences for high achieving students in Years 4 - 7.
- Continue the professional conversations around the implementation of the Australian Curriculum and how this is planned for in classes using the Curriculum into the Classroom (C2C) unit plans.

Recommendations:
- Enable school leaders and teachers to visit classrooms and observe teaching. Allow staff members to learn from each other and to provide feedback as part of a self-reflective culture focused on improving classroom teaching. Further enhance this by establishing arrangements with experienced senior teachers to coach and mentor other teachers and to lead curriculum teams in English, mathematics and science. Align this process to developing performance plans for each individual teacher.
- Clearly document and articulate the school wide pedagogical practices expected in all key learning areas, particularly for reading, writing, numeracy and science.
- Model and coach teachers to further build their data literacy skills to take responsibility for the changes required in their teaching practice.
- Further develop the school wide processes for differentiation with a particular focus on meeting the needs of students achieving in the top two bands and integrating higher order thinking skills throughout the curriculum.
- Clarify and sharpen the school’s explicit improvement agenda. Communicate this clearly, through staff meetings, newsletters and the school website, to teachers, parents and the wider community.