Background:
Theodore SS is located 105 kilometres south west of Biloela in the Central Queensland education district and has a current enrolment of approximately 138 students from Prep – Year 10. The Principal, Steven Conner, was appointed in 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2012 there has been improvements made in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; An Expert Teaching Team; and Effective Teaching Practice.
- The Leadership Team has developed a school culture that is positive and cohesive, evidenced by conversations with staff members and Parent and Citizens’ Association (P&C) representatives.
- Staff members are motivated and very proud of the students’ achievements that have occurred in the past year. There is an optimistic feel about the way that the school is working to achieve goals identified in the school’s Explicit Improvement Plan.
- Staff members have a genuine interest in developing their skills to improve the outcomes for students. The coaching and mentoring practices are major contributors to the school’s successes. Classroom observations are recorded and used to form future actions at the school.

Affirmations:
- A pedagogical framework has been developed this year at the school which is supported by evidenced based teaching.
- The school has implemented the Department’s Developing Performance Framework (DPF) which is linked to the school improvement agenda.
- The school has a data plan to identify student’s strengths and weaknesses of learning. A wide range of data is presently being used to assess students. The school is evaluating effectiveness of each assessment tool to provide relevant information.
- The school is developing strong links with the local primary school. Visits to the school have occurred and moderation practices are planned.
- A Junior Secondary Action Plan has been developed. Reviews of actions to date have been conducted by the Principals of neighbouring high schools.

Recommendations:
- Sharpen and narrow the whole school’s attention to a core learning priority. Embed the focus within teaching practices to ensure a consistent approach across the school.
- Develop a school planning program that includes a whole school curriculum plan. Develop the links between year levels to ensure that there is a vertical alignment of planning throughout the school and that OneSchool is utilised during this planning.
- Provide professional development to embed a clear understanding of what differentiation looks like in a classroom setting. Develop the skills of teaching staff to meet the needs of all students.
- Continue to review the data collection practices across the school. Provide professional development so that all teaching staff have an in-depth understanding of the assessment tools.
- Implement a higher order thinking strategy to deliver consistent language and questioning strategies across the years of schooling.
- Continue to develop the school’s ethos of developing intrinsically motivated learners. The further development of an effective student goal setting process is to be explored.
- Continue to develop and implement an effective coaching and mentoring program.