Background:
Established in 1872, Jondaryan SS is a small, multi-grade co-educational primary school. The school is located 17 kilometres from Oakey halfway between Toowoomba and Dalby. The school has an enrolment of 28 students divided into two multi-age classes. The school motto is ‘Strive for the Best’.

Commendations:
- The Principal and staff members have developed and are driving the school’s explicit improvement agenda in reading and behaviour management.
- The wellbeing of students is a major priority of the school.
- Since the last Teaching and Learning Audit report in 2010, there has been considerable progress in the Analysis and Discussion of Data. There is evidence that the Principal views reliable student data as essential to their effective leadership of the school.
- The Principal and staff members are clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning, are aware of trends in student achievement levels and are committed to every student’s success.
- A strong collegial culture is being established. Staff members work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- Strong procedures are in place to encourage the development of a culture of continuous professional development.

Affirmations:
- The school is identifying student learning needs and applies available resources through structured support in classrooms by teacher aides and Learning Support Teachers.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum.
- The school has implemented the Australian Curriculum in English, mathematics and science.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.
- ICT resources are well distributed around the school to allow easy access for all students when required.

Recommendations:
- Continue to establish clear targets for school improvement and ensure they are accompanied by timelines.
- Continue to develop a whole school curriculum plan with reference to a shared vision; assessing, monitoring and reporting on the intended learning and embedding the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas.
- Develop a documented Professional Learning Plan based on school improvement priorities and the teacher’s Professional Development Plan.
- Continue to develop and implement a whole of school pedagogical framework across key learning areas that ensures consistent alignment from Prep – Year 7.
- Develop a process for teachers’ self-reflection and critique processes, for example, through mentoring and coaching, teachers visiting other classrooms and the Principal visiting classrooms and providing feedback.
- Continue to develop a school wide process for differentiation. Reinforce planning requirements to ensure consistency of planning and adjustments for students’ differentiated learning by all teaching staff.
- Develop the process of assisting students to monitor their own learning and setting their own goals for future learning.