Background:
Surat SS is located in the small western Queensland town of Surat. In 2012, approximately 64 students attended from Prep - Year 10. The student population is drawn from both town residents and nearby properties. The school is characterized by small class sizes; mainly multi-age classes and is well supported by a range of specialist teachers and allied services that visit on a regular basis from Roma. The current Principal, Mr Leslie Beckman, was appointed to the school in 2008.

Commendations:
- Since the last Teaching and Learning Audit, the school has continued to develop and strengthen its Culture for Learning by ensuring that the school vision ‘We always do our best and treat others with respect’ is practised by every student and teacher in every classroom and the playground. This is reflected in clear routines, rewarding positive behaviour, an expectation that every student will learn and achieve positive outcomes and calm, but busy, classrooms.
- Since the last Teaching and Learning Audit the school has also continued to refine its processes for identifying student needs and finding creative ways to resource strategies that respond to these needs. This is evident in the approaches used to attract and retain staff members and in the ways that secondary and primary staff members are utilized across the full Prep - Year 10 range, to provide specific and focused teaching, with an emphasis on differentiated learning.
- A range of diagnostic assessment is used to ensure that differentiated learning is at the core of every classroom. Teachers focus on identifying and addressing the learning needs of individual students; progress of individual learners is monitored, learning difficulties are identified and classroom activities are tailored to levels of readiness and need.

Affirmations:
- There is a strong focus on literacy, especially reading, across the school.
- The Principal conducts classroom visits to observe teaching practices and to provide feedback to every teacher.
- A supportive and collegial staff culture is evident and is characterized by high staff morale.
- There is a clear school improvement agenda evident.
- The school has significantly advanced its curriculum delivery since the last audit, through coordinated curriculum development and increased teacher collaboration in the development and review of units of work.

Recommendations:
- Implement a research based pedagogical framework that informs every day standards of teaching practice at the school. Support this with professional development and formal mentoring and coaching arrangements characterised by regular evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Consider the development of consistent expectations across the school whereby students receive timely and effective instructional feedback, front ended assessment and where appropriate, ‘A’ Level Exemplars and curriculum outlines, give clarity about what students are expected to learn and be able to do.
- Further refine the school data plan ensuring that there is clarity, common understanding and continuity around the systematic use of diagnostic testing across Prep - Year 10. Ensure that NAPLAN data is used by every teacher as one of the sets of information that informs about student progress and differentiation.
- Continue to ensure that differentiation is a feature of every teacher’s classroom practice and ensure that teachers document adjustments are reflected in their planning.
- Continue to ensure that school leaders play a clear role in coordinating the whole of school curriculum delivery plan and individual year level plans, that there is regular collaboration between staff members in developing unit plans, programs and assessment and that all plans are subject to regular quality assurance.