Background:
The Gums SS is a small co-educational school in the Western Downs, situated 120 kilometres west of Dalby. The Gums is primarily an agricultural area involved in cattle, sheep and crop farming. It presently has 21 students enrolled from Prep - Year 7. The school motto is 'Learning for Life'.

Commendations:
- Since the last Teaching and Learning Audit report in 2010, there has been considerable progress in the domain of 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 have developed and are driving the school’s explicit improvement agenda in reading and writing.
- The tone of the school reflects a school wide commitment to purposeful, successful learning and high expectations.
- The wellbeing of students is a major priority of the school.
- Respectful, inclusive and caring relationships between all school community members are quite evident with demonstrated high levels of positive student behaviour.
- The Parents and Citizens’ Association (P&C) representative and all school staff speak very highly of the current school team.
- Core members of the school community work very hard as a P&C Association to support the school in funding a range of school activities.

Affirmations:
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum.
- The school is implementing the Australian Curriculum in English, mathematics and science.
- Physical spaces within classrooms are flexible and have been used effectively to allow whole group, small group or individual work.
- Teacher aides are used effectively to provide learning programs to students. This provides a good adult to student ratio within each class.

Recommendations:
- Clarify and sharpen the school’s explicit improvement agenda including specific targets and timelines. Communicate this clearly, through staff meetings, newsletters and the school website, to teachers, parents and the wider community.
- Continue to develop a whole school curriculum plan with reference to a shared vision; the curriculum intent of units, assessing, monitoring and reporting on the intended learning; shared beliefs about quality teaching and embedding the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas.
- Continue to develop a consistent whole school reading program across the school.
- Develop and document a whole school plan for professional development of aligning staff professional performance plans with the school priorities.
- Develop and implement a whole of school pedagogical framework across key learning areas that ensures consistent alignment from Prep – Year 7.
- Develop a whole school 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.
- 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 a process of assisting students to monitor their own learning and setting their own goals for future learning.