Background:
Arcadia Valley SS was opened in 1975 and is located in the Darling Downs South West education region. The school has a current enrolment of 5 students. The Principal, Jeremy Donahoo, was appointed to the school in 2014.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit, most significantly in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources, An Expert Teaching Team and Effective Teaching Practice.
- The school has put in place a timetable that ensures students at different year levels have access to the allocated hours for each subject, as determined by the Queensland Studies Authority (QSA).
- Monitoring of the differentiation strategies used to extend or provide further scaffolding in the areas of science, numeracy, reading and spelling is detailed in a Differentiation Diamond template.
- A detailed Data Collection Schedule outlines what data is to be collected each week, term and year. This includes, the short cycle data analysis of reading and sight words assessed every five weeks.
- All students have learning goals and parents are aware of their child’s goals and school targets.

Affirmations:
- Teachers are committed professionals who demonstrate a high level of initiative. The implementation of the Developing Performance Framework (DPF) is an integral part of teacher development at the school.
- Parents and Parents and Citizens' Association (P&C) representatives, discuss in detail the high level of communication that the school provides and support the detailed, structured routines that the new Principal has begun to implement.
- The Explicit Teaching Model: I Do, We Do, You Do, is being implemented as a structure to enhance teaching and learning. Staff members receive training in this model and class observations show teachers working through the different phases of this mode of delivery.
- Students have developed targets for themselves using the school’s standardised tests. These goals make up part of a whole school Data Wall. Staff members and students use this wall to monitor improvement.

Recommendations:
- Ensure there are opportunities for teachers to moderate their work in terms of A-E report marking. This will ensure accuracy when reporting achievement levels to parents. Moderation with other schools should be part of this process.
- Build on the current Curriculum Plans to ensure they reflect what is being taught each year and within each grade level. Monitor curriculum delivery to ensure that the required curriculum, as detailed in the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework (QCARF) is implemented.
- Continue to implement and build on the detailed data gathering and analysis that has begun this year. Continue staff members' professional development of data reading to ensure achievement data is understood by all staff members.
- Harness the power of high quality feedback to students by identifying and employing clear methodology, including annotations in workbooks. Ensure there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Explore the use of OneSchool as the one point for academic data gathering. Standardised testing and base line data should be included in this OneSchool recording process.
- Ensure that school documentation reflects the Explicit Improvement focus that is being enacted at the school.