Background:
Established in 1917, Marlborough SS is a multigrade co-educational school located in the township of Marlborough, 106 kilometres north of Rockhampton on the Bruce Highway. It presently has 26 students enrolled from Prep - Year 7. The Parents and Citizens’ Association (P&C) is very supportive in the implementation of school initiatives and the provision of resources to accompany programs.

Commendations:
• Since the last Teaching and Audit Report in 2010, there has been considerable progress in developing and implementing a clear school improvement agenda. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school’s attention on core learning priorities.
• The Principal and staff members have developed and are driving the school’s explicit improvement agenda in reading. This includes clear school targets and timelines.
• A high priority has been given to identifying and addressing the learning needs of students at the school. This is evidenced by a number of initiatives including the development of individual learning goals for all students.
• The tone of the school reflects a school wide commitment to purposeful, successful learning and high expectations.
• A strong collegial culture is being established. The Principal and staff members work together in a mutually supportive way and there is a sense of belonging and pride in the school.

Affirmations:
• The school is identifying student learning needs and applies available resources through structured support in classrooms by teacher aides and learning support teacher.
• Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high.
• 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.

Recommendations:
• Continue to develop a whole school curriculum plan with reference to a shared vision; the curriculum intent of units; tracking; 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 skills within all key learning areas (KLAs).
• Develop the tracking of students’ learning and assessment tools in the KLA of science.
• Develop and document a whole school plan for professional development of aligning staff professional performance plans with the school priorities.
• Progress the need to provide professional development aimed at building teachers’ data literacy skills.
• Continue to develop and implement a whole of school pedagogical framework across all key learning areas that ensures consistent alignment from Prep - Year 7.
• Develop a school wide process for teachers’ self-reflection and critique processes, for example, through formal mentoring and coaching arrangements characterised by regular observation and formal feedback.
• Develop a school wide process for differentiation. Continue to ensure teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided.
• Develop a Gifted and Talented Program across classrooms to ensure that identified students are appropriately engaged, challenged and extended by classroom activities.