Background:
Established in 1890, Ropeley SS is situated in a rural setting in the Lockyer Valley between Toowoomba and Brisbane. There are currently 11 students enrolled in a co-educational, multi-age setting. The school population is derived from the Gatton, Ropeley, Rockside and surrounding districts.

Commendations:
- Since the last Teaching and Learning Audit report in 2010, there has been an improvement in the domain of Analysis and Discussion of Data. There is evidence that the Principal views reliable, timely student data as essential to their effective leadership of the school.
- The Principal and staff members work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The tone of the school reflects a school wide commitment to purposeful and successful learning. Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems.
- The Principal is clearly committed to finding ways to improve on current student outcomes.
- The Principal explicitly promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. All teachers are using the differentiation plan to identify and support individual student needs.
- The school has a clearly documented whole school plan for curriculum delivery. The curriculum delivery plan reflects a shared vision (principal and staff) for the school, and provides a context for delivering the required curriculum as detailed in the QCAR Framework.

Affirmations:
- There is a documented school plan and timetable for the annual collection of student outcome data.
- There has been particular focus on improved teaching methods in reading and science which are based on research and evidence based strategies.
- 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.
- The STLaN is providing programming and assessment advice to teaching staff.
- Curriculum planning shows how the different needs of students are addressed.

Recommendations:
- Review the school improvement agenda to ensure that the goals established are explicit.
- Continue to develop and implement a whole of school pedagogical framework across key learning areas that ensures consistent alignment from Prep – Year 7.
- Continue to ensure teachers provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
- Develop the tracking of students learning and assessment tools in the key learning area of science.
- Develop a process of aligning staff Professional Performance Plans with the whole school Professional Development Plan. Progress the need to provide professional development aimed at building teachers’ data literacy skills.
- Continue to develop the process of assisting students to monitor their own learning and setting their own goals for future learning.
- Review the classroom assessment data, which is being collected, to ensure that it is sufficient to establish where children are up to in their learning and that it identifies skill gaps and misunderstandings.