Background:
Established in 1905, Grantham SS is a multi-grade co-educational primary school. The school is located in the heart of the Lockyer Valley between Helidon and Gatton. It presently has 98 students from Prep - Year 7 enrolled in four multi-age classes. The school’s motto is ‘Honour before Honours’.

Commendations:
- 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 and this has been demonstrated through such programs as the chaplaincy and the equine learning future program.
- Since the last Teaching and Learning Audit report in 2010 there has been considerable progress in the domain of an Expert Teaching Team. The Principal sees the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- The Principal and other school leaders have developed and are driving the school’s explicit improvement agenda in reading and attendance.
- The Principal and staff members are clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning and are aware of trends in student achievement levels.
- A strong collegial culture is being established. The Principal and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The school has very dedicated staff members. They are working together towards improvement in their teaching to ensure there is improvement in student learning outcomes.

Affirmations:
- The school is identifying student learning needs and applies available resources through structured support in classrooms by teacher aides and the Learning Support Teacher.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems and staff morale is high.
- The STLaN is providing advice/assistance to teaching staff on teaching strategies, programming and assessment.

Recommendations:
- Continue to develop a whole school curriculum plan with reference to a shared vision; assessing, monitoring and reporting on the intended learning; shared beliefs about quality teaching and embedding the fundamental skills of higher order thinking within all key learning areas.
- Continue to develop a whole school reading program.
- Develop a documented Professional Learning Plan based on school improvement priorities and the teacher’s Professional Development Plan.
- Support teachers to develop a deep and sophisticated understanding and use of a range of data.
- 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 develop teachers’ self-reflection and critique processes, for example, through mentoring and coaching, teachers visiting other classrooms and the Principal visiting classrooms and providing feedback.
- Continue to 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.