Background:
Walloon SS is located a short distance west of Ipswich. The school has a current enrolment of 245 students, 16 being Indigenous students. The school's Index of Community Socio-Educational Advantage (ICSEA) value is 928. Students from Prep - Year 7 are catered for at the school in a combination of multi-age and straight year level settings.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, the school has developed a strong culture of collegial sharing and development. The processes enacted have harnessed the particular skills and interests of staff members identified through the school's Performance Development Framework, to develop specific programs for the school. The staff members assume a leadership role in the development of the programs, as well as in the professional development/training provided to all other staff members. This has resulted in strong ownership of the school's practices by all staff members and a strong sense of being valued for the teachers involved.
- Teachers work together in planning teams with time allocated for planning to occur. Staff members expressed clearly their appreciation of this way of working together. It has developed a strong team spirit among the staff, high morale and consistent practices across class groups.

Affirmations:
- The students and parents of the school express pride in their school and appreciation for the work being undertaken by all staff members.
- The school successfully sources additional external financing to assist in the provision of quality learning resources, particularly in reading, mathematics and science, for the school. The Parents and Citizens' Association also provides additional finances directed at assisting the school to progress its priorities.

Recommendations:
- Clarify and sharpen the school's explicit improvement agenda to include specific improvements sought in student outcomes with clear targets and timelines, so as to ensure all school initiatives, activities and programs have a clear focus and purpose aligned with this agenda. Communicate this clearly, through staff meetings, newsletters and the school website, to teachers, students, parents and the wider community.
- Continue the development of individual student goal setting processes across the whole school. Refine the processes in the upper school to develop student skills in setting SMART goals, which will build a strong culture of self-reflective learning for students. Review the identified goals with students regularly and set new goals to maintain continuity of, and personal responsibility for learning.
- Continue the provision of professional development to build staff skills in analyzing and interpreting data. Include the development of skills in the use of specific software that allows for this analysis.
- Continue the development of staff knowledge and understanding of differentiation processes and practices, including the use of appropriate data, so that teaching and learning in all classrooms accommodates the needs of all students and performance targets can be met.