Background:
The Summit SS is located 10 kilometres north of Stanthorpe, within the Darling Downs South West education region. The school opened in 1921 and is believed to be the highest school in Queensland. The school has 48 students enrolled from Prep to Year 7. The Principal, Greg Grant, was appointed in 2008.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, there has been a considerable improvement in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice.
- Reading is a key focus of the school with targeted resourcing and professional development to support the improvement of student reading measured against benchmarks. Parents, staff members and students recognise reading as a key focus of the school.
- The school aspires to provide students with a learning environment where the focus is on each and every student maximising their potential to achieve the best possible outcomes.
- Significant progress has been made in establishing a data culture throughout the school. Regular conversations about student data now occur which is displayed in classrooms.
- A high priority is placed on identifying and addressing the learning needs of individual students and there are some excellent differentiation practices evident with a strong focus on differentiated classroom learning.
- The school has made Instrumental Music program a feature of the school with all students in Years 3 to 7 participating in the program.

Affirmations:
- The Developing Performance Framework (DPF) is being implemented throughout the school.
- The school has implemented a Coaching and Mentoring process where classroom observations and feedback of each other’s classes occur.
- There is a transition program in place with the local high school which includes reciprocal visits. This is supported with the Granit Belt Cluster of schools providing opportunities for Year 6 and 7 students to get to know each other.
- The school has implemented the systematic testing of students in a range of curriculum areas to better target students’ learning needs.
- Exemplars are being provided to students in some subject areas to clearly establish what is required of them with that particular piece of assessment.
- New staff members undertake an induction program to assist them to rapidly contribute to the learning of students at the school.

Recommendations:
- Narrow and sharpen the school’s strategic agenda to ensure a focus upon the core priorities.
- Continue the implementation of a program targeting higher order thinking.
- Establish a regular cycle of review to ensure school policies remain responsive to student needs.
- Continue to provide professional development to ensure consistency of staff members’ knowledge and practices.
- Develop a process of target setting for all students. Communicate these targets to parents.
- Ensure all relevant student data is recorded in OneSchool to ensure a complete record of student progress and outcomes is centrally maintained.
- Continue to provide opportunities for staff members to participate in moderation sessions, within the Granit Belt cluster of schools, to ensure consistency and the maintenance of standards.
- Continue the implementation of the pedagogical framework, Explicit Instruction, and the development of consistent expectations around a range of practices that give clarity about what students are expected to learn and be able to do.