Recommendations:

- Since the previous Teaching and Learning Audit there has been progress made in the following domains; An Explicit Improvement Agenda, An Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
- All staff members understand the importance of positive and caring relationships. Interactions are focused on the learning and wellbeing of students and on meeting the needs of all students.
- The students have confidence in their school. There are strong relationships between students, school leaders, teachers and teacher aides.
- The implementation of the Break it Down, Build it Up program from Prep - Year 3 is providing a literacy metalanguage for students, teachers and teacher aides.
- A teacher is specifically employed as the Curriculum Facilitator to mentor Prep - Year 3 teachers. This mentor provides individual coaching and detailed data analysis for the teachers to inform their pedagogy and effective differentiation to improve learning outcomes.
- Some Student with Disabilities (SWD) have an Individual Learning Plan which ensures that these students are optimally engaged and challenged at appropriate junctures according to their learning needs. This process is supervised and monitored by the Special Education Program (SEP) teachers.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback. A formal process will commence once all staff members have completed their in-service with the Art and Science of Teaching (ASOT) pedagogical framework.
- The Parents and Citizens’ Association (P&C) provides funds to improve school resources and facilities, reduce school camp costs, as well as participating in community celebrations and special events.
- The Support Teacher Literacy and Numeracy teacher is delivering a Prep oral language program to support English as Second Language learners with their standard Australian English development.
- School leaders participate in professional learning alongside teachers and teacher aides. Teachers are encouraged to take on leadership roles. All staff members have a commitment to improve teaching.
- Indigenous teacher aides and elders choreograph and teach tradition dance for students to perform at many varied community events.

Recommendations:

- Continue to develop the whole school pedagogical framework, (ASoT), to clarify the kinds of teaching you wish to see. Support this through a planned and formalised approach to coaching and mentoring.
- Continue to build teachers’ capacity to improve classroom teaching; to take action and monitor progress by continuing to strengthen their data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of schooling.
- Continue to develop the implementation of the Australian Curriculum by monitoring student engagement and outcomes. Review the mathematics’ assessment component of the Whole School Curriculum Plan to ensure that it is aligned with the Australian Curriculum standards.
- Supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of schooling. Ensure that the teaching and learning is building on to and extending that of previous years.
- Strengthen timely written feedback to guide student actions and individual learning goals as key elements of the school’s push for improved teaching and learning and embed best practice.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student’s capacity to improve, especially in the upper two bands.