Background:
Mundubbera SS is a P-10 school located in the North Burnett region of Queensland. Celebrating its centenary in 2013, the school has an enrolment of approximately 250 students.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, An Expert Teaching Team, Differentiated Classroom Delivery and Effective Teaching Practice.
- The explicit improvement agenda, which includes pedagogy, reading and writing, and which is based on research and on patterns emerging from school data, has been clearly articulated to staff members and has provided a clear focus for school improvement strategies.
- Significant diagnostic testing is occurring to inform the work of teachers.
- Clear school targets have been set for student performance.
- Strong links and trust with the local community have led to extra opportunities for students.
- The positive school tone is focused on learning, with students speaking highly of teacher support.
- Many opportunities have been provided for staff learning, particularly in the school priority areas.
- Teachers are using the reading and spelling strategies they have learned.

Affirmations:
- Teachers are using both diagnostic and teacher-developed tools to assess student progress.
- School programs are targeting the needs of Indigenous, gifted and learning support students.
- A recently established program of teachers visiting each other’s classrooms is an excellent platform to encourage teachers to give and receive feedback as part of their normal practice.
- Teachers are making great strides in the implementation of the Australian Curriculum.
- Explicit instruction is a key plank that teachers are using to seek consistency and quality in lesson delivery.
- There is increasing teamwork, and the sharing of knowledge and practice.

Recommendations:
- Continue the transfer of all relevant student data to OneSchool so that teachers have ready, point-in-time access to data on each individual student.
- Ensure that the fundamental skills of literacy, numeracy and higher order thinking are embedded in all curriculum planning and, over time, actioned in classrooms.
- Enhance the feedback that students receive from teachers by clarifying its purpose in the teaching and learning cycle, and then establishing consistent, school wide practice.
- Provide professional development aimed at further building staff members’ data literacy skills. This should include how to drill down on literacy and numeracy data to identify the actual gaps in student skills, select appropriate strategies to address individual weaknesses and then monitor progress over time.
- Continue the expansion of opportunities for teachers to receive collegial feedback on their teaching, to further build the expertise and coherence of the school’s teaching team.
- Explain more explicitly to students the school’s high expectation culture. Complement this with the use of collaboratively developed, school wide strategies to increase the challenge provided to more able students, including, over time, target-setting at class and student level.
- Increase the challenge provided to more able students. Expand differentiation by providing different work to them at appropriate times within lessons or units. Select their work based on the skills or content which will further enhance their already high performance.