Background:
Biboohra SS is a five teacher school with a non-teaching Principal situated north of Mareeba. The school and Parents and Citizens’ Association (P&C) have recently raised funds to construct a tuckshop. The school and community have created an impressive vegetable garden with future plans for further development.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda through a clear description of reading and explicit instruction.
- The school has developed an agenda for improvement and the Principal can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters and P&C meetings.
- There is evidence that the Principal views reliable, timely student data as essential to the effective leadership of the school.
- Software may be used by teachers for the analysis of school results, including the performances of priority groups.
- Information about the school’s performance is communicated to the school community during P&C meetings.
- The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful.
- Learning spaces are organised for whole group, small group and individual work.

Affirmations:
- The Principal reviews and monitors teacher planning every week to monitor continuity and provide feedback to teachers.
- The Principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.
- The school has commenced School Wide Positive Behaviour Support (SWPBS) to enhance the school’s positive ethos.

Recommendations:
- Ensure a strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Give considerable attention to ensuring vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Develop a documented professional learning plan and ensure it is aligned to the school improvement plan.
- Ensure that differentiation is a priority of the school and a feature of every teacher’s practice.
- Ensure feedback to students is timely and reports to parents show progress over time and include suggestions for ways in which parents can support their children’s learning.
- Use data to identify gaps in student learning, as starting points for explicit teaching, to monitor individual student improvements, to set targets and to monitor the effectiveness of teaching practices and school programs.
- Embed the fundamental skills for higher order thinking within all key learning areas (KLAs).
- Develop a strong collegial culture in which teachers have an overt and shared commitment to the improvement of teaching, and openness to critique by colleagues which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and provide feedback.