Background:
Monkland SS is a four teacher school located in the North Coast education region. The school has a current enrolment of 80 students and is involved with an alliance with both small and large schools in the Gympie area.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and Systematic Curriculum Delivery.
- The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes in reading and spelling.
- There is evidence of a school wide commitment to every student's success and staff members of the school tell stories of significant student improvement in reading.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews.
- Physical spaces and technology are used effectively to maximise student learning.
- The school has implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history this year while continuing to deliver essential learnings in the other key learning areas (KLAs).
- Staff morale is generally high.

Affirmations:
- The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff members.
- There is a documented Professional Learning Plan.
- Teachers are open to constructive feedback and provide feedback to colleagues.
- Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.
- There is some clarity about what students are expected to learn, using criteria sheets and guides to making judgements as a form of formal feedback.

Recommendations:
- Commence the development of the whole school pedagogical framework based on The Art and Science of Teaching (ASOT) to align with teacher performance plans.
- Develop a school wide self-reflective culture, with coaching and mentoring 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 to provide feedback.
- Ensure 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 on to and extending learning in previous years.
- Ensure that clear documentation of differentiation is a priority of the school and a feature of every teacher's practice.
- 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. Develop the process of triangulating the data.