Background:
Mount Perry SS is located approximately 110 kilometres west of Bundaberg, within the Central Queensland education region. The school has a current enrolment of approximately 60 students from Prep to Year 7. The Principal, Kody Kay, was appointed in 2014.

Commendations:
- Since the previous Teaching and Learning audit there have been improvements across all 8 domains. Very significant improvement is evident in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and Effective Teaching Practice.
- The leadership of the new Principal has instilled significant levels of optimism and confidence about school direction, amongst staff members and the wider community.
- Teaching staff are now participating in important and effective conversations around student progress, based on a well planned and executed data and assessment schedule. The Student Performance Tracker is a new tool that provides a strong reference point for these discussions.
- Consistency of practice across the classes is emerging. This is the result of clear direction from the Principal in regards to practice.
- Teaching staff are participating in Pedagogy Coaching. This is focused on refining and embedding the facets of Explicit Instruction, which is at the heart of the school’s pedagogical framework.
- The school is utilising the Department’s Developing Performance Framework (DPF) as a basis for conversations with staff members about appropriate professional development. These conversations are also informed by teachers’ self-reflecting using the Australian Institute for Teaching and School Leadership online tools.
- The wider community knows and supports the direction that has been set by the new Principal in 2014.

Affirmations:
- Teaching staff have participated in professional learning in 2014 that supports the Explicit Improvement Agenda (EIA) around reading.
- Staff members from the local high school have made regular contacts with the school to explain the structure of Junior Secondary to families.
- The EIA is appropriate and aligns with regional and state expectations.

Recommendations:
- Continue to drive a strong agenda around consistency of practice across all classrooms, identifying the key pedagogies as firm expectations for practice.
- Strengthen, through appropriate professional learning and conversations, teachers’ capacity to interrogate student achievement data and implications for pedagogy.
- Develop, with staff members, a shared approach to planning and delivering effectively differentiated lessons that provide appropriately challenging work for all students, including higher achieving students.
- Continue with the review of the current curriculum plan that is underway and provide teachers with regular opportunities to monitor curriculum alignment through moderation, analysis and dialogue.
- Consider including attendance as part of the EIA in 2015 and develop a clear and strategic approach that empowers teachers to understand their role in promoting better attendance, especially in the early phase.