Recommendations:

- Ensure that the improvement agenda is clear, narrow and focused for all staff members. Clarify the role of each member of the school community in setting and achieving associated targets.
- Continue the consistent implementation of SWPBS and of explicit instruction, and the focus on welfare and attendance. Share practice, and provide intensive induction and support for new staff members.
- Clarify the avenues, and responsibilities, for each staff member to build literacy and numeracy skills. Revisit necessary professional development and provide opportunities to collaborate.
- Ensure that teachers can, and do, identify the actual gaps in student understanding and skills as early as possible in the teaching-learning cycle. Consider pre-testing, formative or diagnostic testing. Thus, know not only who but what to address when meeting student needs.
- Support teacher aides, by advising them of the skill targets for each supported student and providing resources and training. Thus provide greater focus for their work than just helping.
- Prepare different work for those who already know the work. Consider the use of technology to provide extension work. Plan this work over a unit, rather than a lesson, timeframe.
- Clarify the place of feedback in the learning cycle, and then establish consistent, school wide practice about student feedback. Implement systems for teachers to routinely receive feedback about their classroom practice.
- Educate students to reflect about their behaviour and effort and also about their learning. Consider adding career reflection, so they build ownership about their futures.

Background:
Longreach SHS is located approximately 1200 kilometres north-west of Brisbane. With an enrolment of over 200 students, it serves a community based on the cattle, sheep and tourism industries.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The school has strategically examined its context and data, developing an improvement agenda focused on student behaviour, literacy, community engagement and quality teaching.
- The clear alignment of plans, actions and accountabilities with this agenda is of high quality.
- Explicit instruction is being consistently implemented by teachers, with discussion continuing on how to do all aspects even better. Students speak highly of the structure and consistency.
- Implementation of School Wide Positive Behaviour Support (SWPBS) has helped produce a strong lift in student behaviour over recent years, resulting in a culture focused on teaching and learning.
- Teachers routinely access systemic data, and add their own. Teachers and leaders regularly and routinely track student progress in all year levels, in class and at key junctures.

Affirmations:

- Curriculum planning is of a consistently high standard.
- Students speak consistently of the support for learning that they receive from their teachers.
- Many teachers are regularly building students’ spelling and vocabulary skills.
- The Three Star strategy is being used widely and cleverly to scaffold routine differentiation.
- Practical strategies are provided to teachers to support students on individual learning plans. Teacher aides know students well and provide practical and consistent support.
- Many teachers are successfully taking on many leadership roles early in their careers.
- The school is building a culture of student ownership of their goals and progress, through the electronic record, iTarget – iReport – iReflect, that students update each term.
- Partnerships developed have provided many opportunities and pathways for students.