Background:
Mount Tyson SS is a three teacher school 45 kilometres south west of Toowoomba. The school has 55 students arranged into three classes of Prep – 2, Years 3 - 4 and Years 5 - 7.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda through a clear expectation for reading and data analysis.
- The Principal has analysed school performance data over a number of years and are aware of trends in student achievement levels.
- The Principal is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence around explicit teaching with other schools in the cluster.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tells stories of significant student improvement in numeracy.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- The school provides opportunities for teachers to take on leadership roles outside the classroom through data analysis and explicit teaching.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully.
- Targets for improvement are clear and accompanied by timelines.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- The school has assigned staff members to undertake data analyses using an excel software program with the plan to train all staff members.

Recommendations:
- 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.
- Develop programs to meet individual learning needs (for example, programs for gifted students, students with learning difficulties and extension programs) which are prioritised, where possible, in the school budget.
- Clarify and track the progression of the Curriculum into the Classroom (C2C) units and essential learnings over years of school. Ensure the school has a detailed curriculum plan for SOSE, technology, health and art which includes guides to making judgements.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Explore ways to moderate C2C standards for English, mathematics, science and history to ensure consistency.
- Support all staff members to use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of school.
- Develop staff teaching skills to ensure that differentiation is a priority of the school and a feature of every teacher’s practice.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Explore ways to include and engage students and parents in target and goal setting.