Background:
Sandy Strait SS is a Band 10, co-educational school situated in Hervey Bay, Wide Bay Burnett area in Queensland. The school provides education from Prep - Year 7 across the eight key learning areas (KLAs). The school provides a supportive environment for the full range of students. Sandy Strait SS provides specialist instruction in Mandarin, HPE and music as well as Instrumental Music. Students with learning needs are supported through the Support Teacher for Learning Disabilities (STLD) and Special Education Program (SEP).

Commendations:
- Since the last Teaching and Learning Audit the school has made improvement in the domains A Culture That Promotes Learning, An Expert Teaching Team and Effective Teaching Practices.
- Significant work has been undertaken to develop a data culture throughout the school. Regular conversations about student data now occur between school leaders and teachers to routinely access and use data to shape teaching and learning. This is explicitly undertaken through the ‘leap into learning’ process.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- There is evidence of growth in the deprivatisation of teacher practice through programs like watching others work, coaching and mentoring and sharing best practice.

Affirmations:
- The work that has commenced on the school wide implementation of guided reading and reading comprehension (QAR and the sounds to letters programs) when embedded will provide students with a consistent scaffolded approach to support learning.
- Structured differentiation is evident through a range of strategies at the school including streaming and ability groupings in literacy and numeracy programs. Extension programs to meet individual learning needs like Wallara, web conferencing and booster projects enhance student learning opportunities.
- School leaders are committed to continuous improvement in teaching practices throughout the school and this is particularly evident in teachers’ personal performance plans and in the provision of professional development aligned to the school’s improvement agenda and teacher needs. This will be further enhanced through teachers regularly inviting leaders and colleagues to visit their classrooms and observe their teaching.
- The school focus and staff members’ participation in ICT professional development has provided the necessary skills for staff members to effectively use technology in the classroom.

Recommendations:
- Sharpen the school’s explicit improvement agenda in terms of specific improvements sought in student performances, including clear targets and accompanied by timelines.
- Implement a pedagogical framework and support this with professional development and formal mentoring and coaching which are characterised by observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Continue to implement differentiation practices so that they are a feature of every teacher’s classroom practices characterised by clear planning and documentation.
- Develop a stronger emphasis on teacher feedback to students as an integral part of the learning process in all classrooms.
- Develop a culture where the whole school manage and promote student attendance.
- Continue to establish a reflective culture where regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about the efficacy of teaching, to identify individual student needs and to personalise teaching and learning activities.
- Review curriculum planning expectations and processes to ensure that unit modifications and related assessment tasks are quality assured and are reflective of the original intent of Curriculum into the Classroom (C2C) units.