Executive Summary – Happy Valley SS
Date of Audit: 28-29 August 2013

Background:
Happy Valley SS is located in the remote mining centre of Mt Isa. The school provides educational programs for approximately 480 students from Prep - Year 7. The school receives additional support through the Improving Literacy and Numeracy Partnership program.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Explicit Improvement Agenda, Effective Teaching Practices and Systematic Curriculum Delivery.
- The explicit improvement agenda, with a focus on reading, has been supported with a framework that clearly outlines teaching expectations. Internal tracking of data has shown that students are making good progress towards school targets.
- The Pre-Prep screening processes have assisted teachers to better prepare a program of instruction that aligns to student needs.
- The school's social skills program is driving a strong school ethos that has been built around positive behaviour expectations and a commitment to academic excellence.
- Comprehensive data is being used by all teachers to map student reading progress against school wide targets and timelines.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- A common problem-solving approach is currently being developed in response to data analysis that has identified numeracy as an improvement priority for the school.
- Planning processes have ensured that the enacted curriculum is a focus for discussion at a cohort level and offers opportunities for collaboration between teachers.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics history and science, and have reflected on how best to address the curriculum requirements of multi-age classes.
- Beginning teachers have been well supported through school induction processes and ongoing support provided by members of the leadership team.

Recommendations:
- Continue to provide professional development that will enable teachers to develop a more sophisticated understanding of the data sets currently being used in the school.
- Develop a common framework to assist with identification of student needs and readiness for learning. Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Use objective data and explicit teaching frameworks to assist teachers to reflect on the effectiveness of teaching practices.
- Develop opportunities for teachers to regularly invite colleagues to visit their classrooms and observe their teaching. Develop observation frameworks that align to the schools pedagogical models.
- Continue to develop and implement a whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions are key elements of the school's push for improved teaching and learning.
- Develop communications systems that will keep parents regularly updated about the progress students are making in relation to the explicit improvement agenda.