Background:
Mirani SS is a P – 7 school located in the Central Queensland education region, with a current enrolment of 348 students. The Principal, Mr Bruce Torrens, was appointed in 2005.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant improvement in An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, and An Expert Teaching Team.
- Staff members express a strong and optimistic commitment to school improvement, reflective of an understanding of the importance of whole school practices in a growing school community.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of a coherent teaching team focused on improving student learning outcomes.
- Open communication and trusting and respectful relationships are the basis of a strong collegial culture in which valued professional support is available to all members of staff.
- Shared school values and a supportive environment have established a strong platform for productive teaching and successful learning.
- School leaders facilitate consultative planning groups which provide teams of teachers’ opportunities to discuss curriculum issues and collaborate and contribute to whole school initiatives.
- Parents take a genuine and close interest in their child’s education and the activities of the school.

Affirmations:
- Implementation of a school pedagogical framework and supporting frameworks in key learning areas (KLAs), facilitate development of a coherent teaching team and consistent pedagogical practices.
- Teachers value the collection and use of data to track student progress and note the differentiated learning needs of students.
- The Social Justice Committee oversees a range of intervention and support programs catering for the differential learning needs of targeted students.
- Student learning data informs strategic human and material resource deployment which maximises student learning and effective teaching. The skilled contribution of teacher aides is highly valued.
- Teachers routinely share assessment expectations with students and use guides to making judgements when assessing and moderating student achievement.
- A school based process is in place to support teacher moderation of student assessment.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue to build data literacy skills so that staff members have a sophisticated understanding of data concepts when discussing and monitoring students’ learning targets and achievement.
- Enhance current coaching processes to build a strong collegial and self-reflective culture based on colleagues affirming good practice and sharing developmental feedback.
- Review the school curriculum plan to address all KLAs while ensuring horizontal and vertical alignment, so there is continuity and progression of learning across the multi-age structure.
- Enhance current processes that link the analysis of student assessment data with recording adjustments to teaching programs, so as to address the differentiated learning needs of students.
- Strengthen the process for the identification of learning goals for all students through linkages to regular and timely feedback to students.
- Consider how the learning needs of more able students can be catered for in regular class programs.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Progress current initiatives focused on the enhancement of staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.