Background:
Birdsville SS is a one teacher school with eight students located in the Central Queensland Region. The school has a second teacher who teaches the science and a shared mathematics curriculum.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of An Analysis and Discussion of Data.
- There is evidence that the Principal views reliable, timely student data as essential to the effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data.
- School data is presented to staff members in meetings.
- Targets for improvement are clear and accompanied by timelines.
- The school uses its human and physical resources to address the needs of students, using some aspects of its student data collection, through a five week cycle.
- There is a documented Professional Learning Plan.
- The school has been effective in implementing the science curriculum following the Curriculum into the Classroom (C2C), using assessment and criteria sheets.
- The Principal is explicit about the desire to see effective teaching occurring throughout the school.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- Some use is made of differentiated teaching for rotational activities and is reflected in unit plans.
- Reports to parents generally provide guidance on actions they might take via report cards and parent-teacher interviews.

Recommendations:
- Give high priority to build 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.
- Ensure all key learning areas (KLAs) in the whole school curriculum plan are implemented through the monitoring of teaching and moderation of assessment.
- Develop the teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Further develop the agenda for improvement and be able to clearly communicate the improvements they wish to see in student behaviours and outcomes.
- Use data to identify gaps in student learning, to monitor improvement over time and growth across years of schooling.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Develop staff teaching skills to ensure that differentiation is a priority of the school and a feature of every teacher’s practice.
- Embed higher order thinking in all KLAs.
- Further develop the whole school pedagogical framework, to align with the school improvement plan, with a continued focus to learn from research evidence, international experience and from other schools who have achieved significant improvements.