Executive Summary

Background:
The Hall SS is an Indigenous Focus School, located in south Rockhampton. It caters for the learning needs of 370 students from Prep - Year 7, including 52 students with a verified disability. Current Principal, Lindy-Lou Brown was appointed in 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, A Culture That Promotes Learning, Differentiated Classroom Learning and Effective Teaching Practice.
- The Honours Program provides extension opportunities for gifted and talented students. The program has been replicated in the local high school to cater for all feeder schools.
- Environmental education is an integral part of student learning with recycling, Reef Guardian, garden program and waste reduction programs.
- Students and staff members have an obvious sense of belonging and pride in the school.
- Teacher Aides are highly valued paraprofessionals who work directly with students, delivering programs to students alongside teachers.
- Specialist resources from the neighbouring high school, both human and physical, are accessed to offer weekly science lessons for groups of students.

Affirmations:
- The Principal and Deputy Principal provide regular verbal and written feedback to teachers about their teaching practice. A Pedagogical Coach is being engaged to support teachers.
- Teachers meet with the Principal every five weeks to celebrate student reading progress and forecast the teaching requirements for individual students.
- A clear annual implementation plan exists and is reviewed collaboratively every five weeks.
- The school has a clear focus on the establishment of transparent processes and procedures.
- A behaviour matrix has been devised as the basis for the management of student behaviour throughout the school. Consistency of practices for all staff members is a priority.
- A web-based receptacle has been established to store and share curriculum and pedagogy related information and resources to support teachers.
- Acceleration has been used as a strategy to cater for the learning needs of the most able students.

Recommendations:
- Refine the documentation of the explicit improvement agenda to include clear measures, targets and timelines. Document strategic professional development requirements, budget implications and monitoring processes for each strategy. Communicate progression with the school community and celebrate attainments.
- Develop clear processes and protocols for student support services throughout the school. Include detailed role descriptions and responsibilities and monitoring procedures. Ensure all planning is collaborative and based on gathered evidence and that human resource deployment best meets the identified goals.
- Clearly define the expectations regarding the embedding of higher order thinking in all key learning areas (KLAs). Support teachers to meet these expectations regarding systematic professional development.
- Build on the strong collegial and self-reflective culture to strengthen year level teams and to formalise mentoring and coaching arrangements that support the teaching and learning process.
- Refine expectations regarding feedback to students and establish links between feedback and goal setting to focus students’ individual learning.
- Provide professional development aimed at building staff members’ data literacy skills.