Background:
Walkerston SS, located nine kilometres from Mackay, is a co-educational Prep - Year 7 school with approximately 385 children in 13 classes. Families are involved in a number of industries including farming, mining and employment in Mackay.

Commendations:
- The school improvement agenda, focussed on reading comprehension and moving into number and problem solving in mathematics, is clearly articulated by all staff members.
- There has been progress since the previous Teaching and Learning Audit in teachers’ data analysis and use, in targeted use of school personnel and resources to support the improvement agenda in reading, in systematic delivery of Curriculum into the Classroom (C2C) and in the implementation of a whole of school pedagogy based on explicit instruction.
- All staff members including teacher aides have been trained in the school's ability grouped Wave reading program. This is effectively implemented for a semester within each year level. Data is used to identify student needs and to monitor progress.
- Teachers are highly committed and caring. They are passionate about teaching and about improving students’ knowledge and skills.
- Teachers are starting to personalise learning through goal and target setting with students.
- Teachers meet with school leaders each term to discuss focus areas, such as, alignment of curriculum and assessment, use of data and explicit teaching.
- Parents are welcomed as partners in their children’s learning. Many parents and community members regularly volunteer to support children’s reading and school activities.

Affirmations:
- Some teachers have had lessons modelled and have been observed by the Support Teacher Literacy and Numeracy (STLaN).
- All teachers provide timely verbal feedback. Some teachers provide criteria sheets and exemplars for students and are using these to inform their planning and teaching. Some teachers provide written feedback to guide students in what they need to do to improve.
- Staff members work collaboratively, planning, sharing resources and ideas and giving each other informal feedback.
- The leadership team are seen to be highly supportive of staff members and regularly visit classrooms.

Recommendations:
- Encourage and support teachers to take responsibility for the changes in their practice required to achieve school targets and to use data on a regular basis, to monitor the effectiveness of their own efforts to meet those targets and as evidence of successful teaching. Include test data in literacy, numeracy and science as key elements of the school assessment plan.
- Continue to establish a strong collegial culture in which teachers have an overt and shared commitment to the improvement of teaching and openness to critique by colleagues, reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.
- Provide ongoing professional development for the teaching staff to be experts in the subjects they teach and to have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies.
- Implement a whole of school approach to embedding higher order thinking skills across all key learning areas.
- Over time include mathematics, writing and science as focus areas for building teachers’ understanding of highly effective strategies.