Background:
Mena Creek SS is a two teacher school south of Innisfail. The school has 50 students in two classes with three teacher aides. The majority of the students come from the Mena Creek township surrounded by cane farms and rainforest areas.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and A Culture That Promotes Learning.
- The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in reading, explicit teaching and attendance.
- The Principal has commenced the development of a school pedagogical framework for reading utilising the Question Answer Response (QAR) teaching techniques. Teachers have visited Edge Hill SS to observe teachers using QAR.
- The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tells stories of significant student improvement in reading.
- Student attendance data has shown improvement and is currently at 95.5 per cent.
- The school has developed a science teacher position that covers the entire Curriculum into the Classroom (C2C) requirements using criteria sheets and exemplars for all year levels.

Affirmations:
- The Principal and teachers are reviewing the Probe diagnostic tool and assessment schedule to ensure that assessments and benchmarks are appropriate for the school and demonstrate high expectations.
- Teachers have implemented C2C units in English, mathematics and science and have reflected on how best to address the curriculum requirements of multi-age classes.

Recommendations:
- Establish a feedback culture in which staff members provide timely, explicit feedback to students to guide further actions to improve their learning. Link this to analysis of student data, student learning goals and criteria based assessment.
- Ensure a strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Give considerable attention to ensuring vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Support teachers to plan and moderate C2C assessment items and monitor progress.
- Ensure that differentiation is a priority of the school and a feature of every teacher’s practice.
- Ensure history, SOSE, technology, art and HPE meet all the requirements (including the time allocated to particular learning) and balances the system requirements.
- Embed higher order thinking skills within all key learning areas (KLAs).
- Communicate the improvement agenda, couched in terms of specific improvements, sought in student performances to the whole school community.
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.