Background:
Yandina SS is a P - 7 provincial school located in the Sunshine Coast hinterland. The school caters for 210 students, including 10 students with disabilities. The Principal, Mr Robert Jennings, was appointed to the school in July 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda, with a focus on reading, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). The Principal and other school leaders are to be commended for their leadership of the explicit and detailed local improvement agenda.
- School leaders place a high priority on the ongoing professional learning of all staff members and on the development of a school wide self-reflective culture focused on improving classroom teaching. Marzano’s The Art and Science of Teaching (ASOT) has been identified as the pedagogical framework for the school and staff members are currently using three of the guiding questions routinely in their teaching.
- The school is a Junior Secondary trial school with the majority of students in the current Year 6 class transitioning in 2014.
- The School Wide Positive Behaviour Support has provided students with clear expectations for positive learning engagement, with a focus on the three rules, ‘I am Respectful’, ‘I am Safe’, ‘I am a Learner’. The Head of Curriculum (HOC) is to be commended for her scaffolding, clarification and coordination of the enacted curriculum with teachers.

Affirmations:
- Data is used throughout the school to identify gaps in student learning and monitor improvement over time.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics science and history.
- Some teachers are setting learning goals with their students.
- School leaders are utilising a range of strategies to address the non-attendance of a small number of students.

Recommendations:
- Continue to unpack the whole school pedagogical framework as the starting point for teaching. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required and timely feedback to guide student actions are key elements of the school’s push for improved teaching and learning.
- Further develop learning goals for students and provide timely verbal and written feedback to guide student learning.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Include higher order thinking in unit planning and the differentiation planner to provide extension for the identified gifted and talented students.
- Develop and publish targets and timelines for student learning outcomes. This provides opportunity for students to celebrate learning success.