Background:
Mareeba SS is located west of Cairns with an enrolment of 810 students from Prep - Year 7. The school is currently experiencing steady enrolment growth and is a Low Socio Economic National Partnership school which has strategically targeted enhancements to a range of student support programs.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains A Culture that Promotes, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The school wide focus on reading is driving a specific and detailed improvement agenda. Teachers and teacher aides support students in guided reading groups. Reading data has shown that students are making progress towards school targets.
- Regular data analysis is being used by the classroom teachers to track student progress against school wide targets and timelines.
- Individual learning plans have been developed for all students and are being used to support data conversations aimed at developing highly effective teaching strategies that target individual student improvement.
- An explicit teaching framework has been established across the school and is driving a highly reflective teaching culture with a strong focus on improved learning outcomes for all students.
- School processes are in place that supports the development of a school wide culture, focused on continuous teacher improvement, supported by both coaching and mentoring programs.
- Teachers reflected positively on the support being provided by the leadership team and their teaching colleagues. A strong consensus across the school community for the current strategic direction of the school is clearly evident.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics history and science and have reflected on how best to address the curriculum requirements of multi-age and single year level classes.
- The school’s Responsible Behaviour Plan for Students has recently been reviewed and approved by the school community. A positive and proactive approach to behaviour management was evident across the school. Teachers have participated in professional development of essential skills in behaviour support. Profiling has been used to support teachers with this process.
- Student goal setting was evident in many classrooms and clearly linked to the student feedback being provided around reading and spelling.

Recommendations:
- Continue to 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.
- Continue to provide professional development aimed at building staff members’ data literacy skills.
- Continue to develop data sets that will identify gaps in student learning, monitor improvement over time and to monitor growth across the years of schooling.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.
- Ensure that the stories of student improvement are communicated to the community using a range of suitable formats.