Background
Veresdale Scrub SS is a provincial school located in a rural setting near Beaudesert in the South East education region. The Principal, Mrs Viviene Simpson, was appointed to the school in January 2014. The school has 116 students in multi-aged classes from Prep - Year 7.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, A Culture that Promotes Learning, An Expert Teaching Team and Effective Teaching Practices.
- The explicit improvement agenda, with a focus on reading, spelling and numeracy, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan. A whole school reading plan has been written and implemented across all year levels. Teachers, teacher aides and parent helpers support students in guided reading groups. Reading data has shown that students are making progress towards school targets.
- Robust professional staff discussions have been conducted regularly to maintain focus on the school’s explicit improvement agenda.
- A snapshot of NAPLAN results and school diagnostic data has been summarised by the Principal and shared with teachers.
- Teachers are differentiating spelling lists and reading instruction for the range of students in their classes.
- The Principal regularly visits classrooms and teachers have participated in classroom observations.

Affirmations:
- Teachers expressed that they were open to observing each other teach and participating in giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history, geography and science and have reflected on how best to address the curriculum requirements of multi-age classes.
- Reading and spelling goals have been set for classes and some individual student goal setting is evident.

Recommendations:
- Ensure and supervise that the enacted curriculum is delivered and that assessment tasks adhere to the Australian Curriculum, Assessment and Reporting Authority (ACARA) achievement standards. Moderation, within and outside the school each term, would assist in ensuring consistency of teacher judgement.
- Consider incorporating the school’s reading and spelling frameworks within the whole school pedagogical framework.
- Continue to implement a rigorous Professional Development Plan that links the explicit improvement agenda, the pedagogical framework and the Developing Performance Framework.
- Ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning and timely feedback to guide student actions are key elements of the school’s push for improved teaching and learning.
- Establish stronger connections with the local high school to progress the curriculum and pedagogy that will enhance the transition to Junior Secondary.
- Implement structured modelling and coaching opportunities for all staff members which ensures detailed formalised feedback and makes use of a teacher reflection proforma.