Background:
Pallara SS is located in a rural setting within the greater Brisbane Metropolitan Area. 238 students attend the school from Prep – Year 7. The reading program has been well supported by the Parents and Citizens Association (P&C) through the targeted purchasing of resources.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading has been implemented across the school and is well supported by school plans that detail the preferred teaching methodologies. Teachers, teacher aides and parent helpers support students in guided reading groups. Data has been used to inform the teaching focus areas. Reading data has shown that students are making progress towards school targets.
- Teachers expressed an optimistic commitment to the current improvement strategies and could indicate stories of significant student improvement.
- The school wide adoption of the Fleming approach to explicit instruction is driving conversations across the school related to improving teaching practice.
- The teacher’s reporting process provides multiple opportunities and practical suggestions for ways in which parents can support their children’s learning.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics science and history and have reflected on how best to address the curriculum requirements of multi-age classes.
- A positive school wide tone was evident across the school and demonstrated positive levels of student engagement.
- Classroom planning shows how the different needs of students are being addressed.
- Regular assessments of student learning are assisting teachers to understand student progress in skill development and understanding over time.

Recommendations:
- Continue to develop a whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions.
- 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.
- Continue to make use of student data to reflect on the effectiveness of teaching practices within the explicit instruction framework.
- 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 the Department’s Developing Performance Framework to refine the program of professional development currently being offered to teachers in order to better meet their professional needs and support the school’s pedagogical framework.
- Continue to develop formal methods of providing timely feedback to student regarding progress over time against agreed learning goals.