Background:
Sarina SS is located in the Central Queensland Region. The current P - 7 enrolment is 486 students. The Principal, Mrs Wuanita Meyrick was appointed in 2012.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in An Explicit Improvement Agenda, An Expert Teaching Team, and Effective Teaching Practices.
- The Principal is driving and staff members contributing to an improvement strategy aimed at positioning the school as a high performing school.
- Explicit instruction is seen as a whole school pedagogical model, central to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- The Head of Curriculum (HOC) has facilitated an enhanced understanding of the Australian Curriculum and researched based pedagogical practice in the teaching of reading.
- A differential approach to collegial coaching and feedback is facilitating a self-reflective culture focused on improving classroom teaching.
- Parents are encouraged to take a genuine and close interest in their child’s education and contribute to a range of school activities.

Affirmations:
- Professional learning activities and an extensive range of physical resources support the effective implementation of curriculum programs.
- The collection and analysis of assessment data informs differentiated instruction in reading.
- A range of intervention programs, for example Special Needs and Intensive, Booster cater for the differential learning needs of targeted students.
- A process is in place to support teacher moderation of student assessment.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements about student achievement.
- The school provides opportunities and encourages teachers to take on leadership roles.
- Human resources are purposefully deployed to deliver a range of initiatives within the school.
- The school’s curriculum and assessment plans make explicit what (and when) teachers teach. A collaboratively shared planning process ensures a systematic curriculum delivery.

Recommendations:
- Systematically embed initiatives associated with the current improvement agenda while regularly monitoring their impact and effectiveness in producing desired improvements in student learning.
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Clearly communicate an annual assessment framework and build data analysis skills relevant to each identified assessment tool.
- Embed school wide processes that effectively and efficiently record differentiation strategies for both individual students and extension, core and support groupings.
- Review the school curriculum plan to ensure horizontal and vertical alignment, continuity and progression of learning for students in multi-age classes.
- Continue the range of initiatives currently enhancing staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.
- Ensure that higher order thinking is embedded in the planning of all key learning areas (KLAs).
- Investigate catering for the learning needs of more able students within class learning programs.
- Strengthen current processes for the identification of student learning goals through linkages to regular and timely feedback to students.