Background:
Wonga Beach SS, situated north of Cairns in the Far North region, is a six teacher school with 130 students. The classes are arranged; Prep - 1, Years 1 - 2, Years 2 - 3, Years 3 - 4, Years 4 - 6 and Years 6 - 7. The school has Head of Curriculum (HOC) for two days per week for curriculum development and as a Support Teacher: Literacy and Numeracy (STLaN), to model explicit teaching.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, An Expert Teaching Team and Effective Teaching Practices.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in explicit teaching, data analysis and curriculum alignment with Australian Curriculum Assessment and Reporting Authority (ACARA).
- The Principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels.
- The school tells stories of significant student improvement in reading and explicit teaching.
- Time is set aside for the discussion of data and the implications of data for school policies and classroom practices every five weeks.
- Teachers’ have an openness to be critiqued by colleagues. They regularly invite leaders and colleagues to visit their classrooms to observe their teaching.
- All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence based teaching strategies such as John Fleming’s explicit instruction.
- The school has successfully implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history this year while continuing to deliver essential learnings in the other key learning areas (KLAs). There is a focus on using criteria sheets and exemplars.
- The Principal aligns the Developing Performance Framework with the feedback from explicit teaching.

Affirmations:
- The school communicates targets for improvement accompanied by timelines for English and mathematics.
- Teachers are provided with opportunities to take on leadership roles outside the classroom.
- Students and parents are involved in the transition to Junior Secondary.

Recommendations:
- Further refine staff members’ skills to use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of schooling.
- Develop a whole school numeracy and science program to include specific targets and timelines.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Develop a school wide process for identifying specific student learning needs to determine the use of all resources aligned to the school improvement plan.
- Develop whole of school higher order thinking strategies which are embedded within all KLAs.