Background:
Mount Alford SS is a three teacher school with 65 students. The school is arranged into three classes; Prep - 2, Year 3 - 4 and Years 5 - 7. The school is situated in a picturesque country side location west of Boonah.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda through a clear description of reading and spelling.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda.
- 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 has established and is implementing a systematic plan for the collection, analysis and use of student achievement data.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching (with teacher agreement).
- The Principal and other school leaders actively promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.
- The Principal has trained all teaching staff in First Steps in Reading (FSIR).
- Staff morale is generally high.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- Continue to communicate the details of the improvement agenda through newsletters, staff meetings and school website, and through other means.
- Continue to implement the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Time is set aside (for example, on Pupil Free Days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices with all staff members.
- Continue to develop challenging and high order thinking strategies to cater for all students.

Recommendations:
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Ensure that appropriate software is available and that staff members have been trained to undertake data analyses.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.
- Use data to identify gaps in student learning, as starting points for explicit teaching, to monitor individual student improvements, to set targets and to monitor the effectiveness of teaching practices and school programs. Refine and further develop the process of triangulating the data.
- Further develop a school wide researched feedback system for students which guide the actions they need to take to make further improvements.