Executive Summary – Greenvale SS
Date of Audit: 9 September 2014

Background:
Greenvale SS is a small isolated school located west of Townsville within the North Queensland education region. The P - 7 school has a current enrolment of approximately 45 students. The Acting Principal, Laura Beth Martin, has been in the position since the beginning of 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2012 the school has improved in all eight domains. The leadership of the Principal and the teaching team have transformed the learning culture, the learning expectations of students and parents and the community's confidence in the school.
- The school has delivered significant improvement in its explicit improvement agenda in the area of reading, student behaviour and attendance. These have been improved by rigorous action and goal setting, engaging students and their families and staff members in improving school outcomes.
- The implementation of Explicit Instruction as the signature pedagogy has been embedded in the work of all teachers, teacher aides and in the understanding of students. It is visible in all classrooms, and students and teachers speak of it connecting teachers and learner expectations.
- Individual student Learning Goals have been introduced in both classrooms and are effective in focusing students and parents on developing very specific learning behaviours in the student’s day to day growth. Students from Prep to Year 7 discuss, strive and are rewarded for achieving these personal goals.

Affirmations:
- Recruitment of high quality staff members, along with the Principal’s Team formation skills has resulted in a strong alignment and commitment to the learning success of every student.
- A strong reflective culture has been established where all staff members are involved in teaching, modelling and providing feedback on teaching performance. The Department’s Developing Performance Framework (DPF) has been implemented and has contributed to a high performance culture in the school.
- Students in Years 6 and 7 have been prepared for the move to high school in 2015. Visits to secondary schools have been arranged. Junior Secondary learning expectations have been explained. Student learning profiles have been shared with destination schools to ensure the high quality student learning support is continued.

Recommendations:
- Continue to develop and build partnerships with Indigenous families. Use the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) process to continue to acknowledge our shared history.
- Continue to develop student goal setting to focus students on specific learning behaviours.
- Continue to celebrate teachers’ skill in developing a strong learning culture at the school. Publicly celebrate student, teacher and parent effort when regional benchmarks are attained.
- Ensure numeracy learning is the next focus of whole school development. Use the same diagnostic and developmental understanding of individual student knowledge to set goals and build student capacity.
- Continue to develop the knowledge of Explicit Teaching routines to strengthen the understanding of the school wide pedagogy.