Background:
Herberton SS is located on the Atherton Tablelands. The school operates both P - 7 and Years 8 – 10 campuses on two separate sites. Herberton SS is a Low Socio-Economic National Partnership school which has enabled the school to direct additional funding to a range of student support programs.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- A comprehensive school data collection plan has ensured that a full range of student data is available for staff members with the accompanying analysis driving reflective teacher conversations.
- On both campuses a settled work environment was being offered to all students. Students were engaged in challenging and meaningful work.
- A comprehensive set of planning documents is being used by the school to ensure that classroom programs are meeting the intent of the Australian Curriculum.
- Teachers have participated in both, profiling and principal observations and have reflected positively on both of these processes as ways to assist them to improve their teaching.

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, history and science and have reflected on how best to address the curriculum requirements of multi-age classes.
- The school effectively uses its resources, technology and available facilities to maximise student learning across campuses and the different contexts of learning for the students.
- The school is currently developing Individual Education Plans to focus attention on priority areas for improved teaching practice and to track student improvement against clearly identified targets.

Recommendations:
- Develop clear teaching guides that align with the schools pedagogical framework. Ensure that these guides align to the schools explicit improvement agenda. Within these guides ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions.
- Develop a clear learning plan for the teaching and support staff. Align this plan to the schools explicit improvement agenda.
- Narrow and sharpen the school’s explicit improvement agenda. Use timely data sets to inform professional teacher conversations related to progress toward the targets for improvement and highlight explicit links between the quality and consistency of teaching practices and improved results for students.
- Continue to 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 schooling.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- 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 objective data to reflect on the effectiveness of teaching practices.
- Monitor progress toward the targets for improvement and highlight explicit links between the quality and consistency of teaching practices and improved results for students.