**Background:**
Hampden SS is located in a rural setting 30 kilometres north of Mackay. The school is staffed with a Teaching Principal and five other class teachers. The school is structured with five classes; some of the classes operate a team-teaching structure. The Principal, Mr Jordan Burke is the first change in principal at the school in 22 years.

**Commendations:**
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- The explicit improvement agenda with a focus on spelling has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). A whole school spelling plan has been written and implemented across all year levels. Teachers and teacher aides have engaged in professional development to support the introduction of Words Their Way.
- Teachers are differentiating spelling lists for the range of students in their classes.
- School performance data has been used to identify reading as the next focus area.
- Student data is viewed as essential to informing the decisions made affecting the teaching and learning process. There is a documented school plan for the annual collection of student outcome data.

**Affirmations:**
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics and science and have reflected on how best to address the curriculum requirements of multi-age classes. Teachers have adapted C2C units where necessary.
- The tone of the school reflects a school wide commitment to purposeful, successful learning.
- Staff morale is high.
- The Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- The school provides opportunities for teachers to take on leadership roles outside of the classroom.

**Recommendations:**
- Ensure, clarity about what students are expected to learn and be able to do, high expectations of every student’s learning and, timely feedback to guide student actions are key elements of the school's push for improved teaching and learning.
- 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.
- Continue the systematic analysis of student needs, develop individual student learning plans and apply resources strategically to cater for those needs.
- Ensure targets for improvement are clear and accompanied by timelines.
- Continue to implement the Department’s Developing Performance Framework and ensure a whole-school Professional Learning Plan is developed and aligned to the school improvement agenda.