Background:
Victoria Park SS is located close to the Mackay CBD, within the Central Queensland education region. The P-7 school provides education for approximately 660 students. The Principal, Laurie Shepherd, was appointed to the position in 2009.

Commendations:
- Since the previous Teaching and Learning Audit in 2011, significant improvements have been made across all domains, particularly in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data and Differentiated Classroom Learning.
- The explicit improvement agenda is well known and understood throughout the school. It is widely supported by all staff members, who are also aware of targets and timelines. Teaching staff are optimistic about the potential for further improvement.
- Rigorous processes have been established to enable and empower teachers to engage in meaningful discussion about student progress. These include participation in regular Student Achievement Meetings and completion of Year Level Action Plans.
- A well-organised and thorough curriculum plan is being delivered at the school, and where appropriate, students have well-developed Individual Curriculum Plans (ICPs) in place. Parents receive effective and informative reports on student achievement against the ICPs.
- Planning for differentiation at the school is very comprehensive. The Surfboard planning tool provides teachers with a detailed analysis of individual student learning needs.
- A suite of highly effective teaching practices is being embedded across the school. This includes the Explicit Teaching Model, the YuMi Deadly Mathematics Framework and The 7 Steps to Writing Program.
- Valuable work has been done around improving student attendance. Teaching staff know their own class attendance rates and highly prized trophies are awarded to classes with the highest attendance.

Affirmations:
- Written feedback around the Explicit Instruction teaching framework has been provided to teaching staff, following appropriate observations by the Principal and other school leaders and coaches.
- Student learning goals are visible throughout classrooms.
- A number of teachers have been identified as cohort leaders and they regularly meet with the school Leadership Team to discuss the explicit improvement agenda.
- Planning includes opportunities for the successful transition of students in Years 6 and 7 to Junior Secondary in 2015. These include reciprocal visits of teaching staff, Transition Days and Information Sessions for parents and students.

Recommendations:
- Strengthen understanding of the YuMi Deadly Mathematics Framework across the school and empower all teachers to use the Reality-Abstraction-Mathematics-Reflection (RAMR) planning framework.
- Establish a whole of school approach to the teaching of spelling which focuses on some agreed, high-yield teaching strategies.
- Review and monitor the quantity of documentation teachers are required to complete for planning, data analysis and differentiation.
- Consolidate the mentoring and coaching programs in the school so that teachers have the opportunity to visit other classrooms and work with peers to build capacity around the signature school pedagogies.
- In line with the target of 90 per cent of teachers achieving mastery in Explicit Teaching, establish a process that formally documents and proudly acknowledges this status.
- Consider using the Australian Institute for Teaching and School Leadership (AITSL) standards to enhance the Developing Performance Framework (DPF) process.