Background:
Northview SS is a P – 7 school, located in the Central Queensland education region with a current enrolment of 329 students. The Principal, Mr Paul Manttan, was appointed in 2013.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant improvement in an Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- There is a strong and optimistic commitment by staff members to the school improvement strategy and a focus on professional learning and improved teaching practices.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- Staff morale is good. Collegial support, trust and respect are evident in professional teams.
- A supportive learning environment, focused on student wellbeing and a culture of high expectations have established an effective platform for productive teaching and successful learning.
- School leaders facilitate co-operative planning opportunities that result in a clear understanding of expectations with regard to the school’s curriculum and assessment framework.
- Parents take a genuine and close interest in their child’s education and the activities of the school.

Affirmations:
- Implementation of research based pedagogical frameworks is considered central to the development of a coherent teaching team focused on improving student learning outcomes.
- Teachers value the collection and use of data to track student progress and note the differentiated learning needs of students.
- The Social Justice Committee oversees a range of intervention and support programs catering for the differential learning needs of targeted students.
- Student learning data informs strategic human resource deployment which maximises student learning and effective teaching. The skilled contribution of teacher aides is highly valued.
- Student learning goals guide and motivate students’ engagement in key learning areas (KLAs).
- Teachers routinely share assessment expectations with students and use guides to making judgements when assessing and moderating student achievement.
- A school based process is in place to support teacher moderation of student assessment.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue to build data literacy skills to ensure staff members have a sophisticated understanding of data concepts when discussing and monitoring students’ learning targets and achievement.
- Develop a strong collegial and self-reflective culture to embed initiatives associated with the current improvement agenda, based on colleagues sharing developmental feedback.
- Develop a consistent school wide approach to the provision of regular and timely feedback to students that affirms and guides their further learning.
- Review the school curriculum plan to ensure horizontal and vertical alignment so there is continuity and progression of learning for students in multi-age classes.
- Consider how the learning needs of more able students can be catered for in regular class programs.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Progress current initiatives focused on the enhancement of staff members’ knowledge and skills, focusing on the effective use of technology to maximise student learning.