Background:
Bucasia SS, situated north of Mackay, is a co-educational primary school from Prep to Year 7 with approximately 324 students and 14 classroom teachers. The school forms part of the Northern Beaches Cluster of Schools in the Central Queensland region. It was established in 1986 and has experienced considerable growth in student enrolment.

Commendations:
- Bucasia SS leaders and teachers are to be commended on the significant progress that has occurred since the previous Teaching and Learning Audit in all eight dimensions, particularly in the areas of Analysis and Discussion of Data, Expert Teaching Team and Systematic Curriculum Delivery.
- School targets are regularly discussed and teachers set aspirational targets for individual students, cohorts and the year level. These targets are monitored and reviewed.
- Teachers effectively analyse and use data to reflect on what to teach next and discuss effective strategies for the range of students in their class. This is documented throughout the school using the Differentiation Cone and the Band Shift Identifier.
- Early years programs such as Metalinguistics, Support-a-Talker and whole of school programs such as SCORE, STAR, To, With and By, Closing the Gap and number grid facts have been introduced to identify and address the needs of students. School personnel, such as Teacher Aides, Support Teachers Literacy and Numeracy (STLaN), Teacher Librarian, Head of Curriculum (HOC) and Curriculum Coordination Time (CCT) are targeted to meet the identified needs of students and to provide support for staff professional learning development.
- School Wide Positive Behaviour Support has been successfully implemented. School leaders and teachers use a consistent process and language which has significantly improved student behaviour. Classrooms are calm, but busy, and there are few obvious behaviour problems. There has been a focus on developing a culture in which all students are expected to learn successfully.
- There is evidence that 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 student outcomes. The teachers are to be commended on their openness to the introduction of coaching and mentoring, reciprocal teaching and feedback to each other using Two Stars and a Wish.
- The school has successfully implemented C2C units in English, mathematics and science this year while continuing to deliver essential learnings in the other KLAs. There is a focus on aligning Curriculum, Assessment and Reporting. The HOC is to be commended on her work in developing a whole of school framework which has hyperlinks to all documents and available to all staff members on Ed Studio. Through regular planning meetings, curriculum coordination time and class observations the school leadership team ensures that the enacted curriculum remains a focus for discussion.

Affirmations
- The improvement agenda has been a clear focus for the whole school and all staff members were able to articulate the agenda and describe the improvements they wish to see in reading, spelling and number facts.
- Teachers take on a range of leadership roles outside the classrooms and have developed a more collaborative and collegial way of working in and across year levels.
- School leaders are committed to continuous improvement in teaching practices throughout the school. Staff members are keen to be part of the regional John Fleming explicit teaching model professional development.

Recommendations:
- Continue to support ongoing professional learning including ICTs for all staff members and embed school practices which develop a self-reflective culture focussed on improving classroom teaching and student achievement levels.
- Consider ways to provide school wide extension and enrichment programs for the higher achieving students in all year levels and the embedding of higher order thinking strategies across KLAs.
- Use regular data on the achievements, progress, strengths and weaknesses of individual students to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Review the school’s student goal setting process to refine links, for example, with the improvement agenda, differentiated teaching strategies, timely feedback to students, regular monitoring using data, progress reports to parents and suggestions to parents on how they can support their child’s learning, criteria sheets and exemplars.
- Use school wide English, mathematics and science data to monitor the effectiveness of school programs and strategies.