Background:
Lower Tully SS is located 14 kilometres south of Tully, within the Far North Queensland education region. The school was opened in 1932 and has a current enrolment of 71 students from Prep – Year 7. The Principal, Ronald White, was appointed to the position in 1982.

Commendations:
- Since the previous Teaching and Learning Audit, there have been improvements made in the domains: Systematic Curriculum Delivery and Effective Teaching Practice.
- Student leaders describe the challenging work that is provided by their teachers, along with a classroom environment that enables a focus on teaching and learning.
- The Principal and school team are highly regarded amongst the school and wider community. This regard has led to consistent increases in enrolment over a number of years.
- There is a strong collegial approach amongst staff members and the Parents and Citizens’ Association (P&C). This has enabled a consistent approach to academic delivery and new staff members feel well supported.
- The tone evident in classrooms reflects a focus on teaching and learning.

Affirmations:
- The school has purchased the Spelling Mastery, Comprehensive Assessment of Reading Strategies (CARS) and Strategies To Achieve Reading Success (STARS) programs to increase student achievement in spelling and reading.
- There have been a number of student visits to the local secondary school. Parents have been provided with detailed information about what Junior Secondary will entail in 2015 through a number of parent information sessions.
- P&C representatives, discuss in detail the high level of communication provided by the school.
- There is a large focus on differentiation at the school. Staff members can show which students are receiving extra support to enable additional scaffolding or accelerated learning opportunities. Formal recording of this differentiation is recommended.

Recommendations:
- Ensure that through participation in the Developing Performance Framework (DPF), individual Performance Development Plans (PDP’s) have been established to align with a school Professional Learning Plan to reflect the schools Explicit Improvement Agenda (EIA).
- Implement a coaching and mentoring framework that outlines what and when teachers and teacher aides will be coached. Formal feedback and future goals to make up part of this observation process.
- Provide teaching staff with regular opportunities to moderate their work, both at school and cluster level. Regularly review A-E achievement by checking for triangulation of standardised assessment, report marking and NAPLAN.
- Harness the power of high quality feedback to students, by identifying and employing clear methodology, including annotations in workbooks. Ensure that there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Provide all students with academic behavioural targets and goals. Ensure that these are: achievable; known by parents; short cycle, for example, five weeks long; and celebrated when achieved.
- Develop and implement a curriculum and assessment plan which identifies curriculum, teaching and learning priorities. Ensure that it dictates what is being taught in the classroom and that the curriculum is as detailed in the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework (QCARF) is being covered. A time allocation to subject areas across differing year levels is to be included in this plan.