Background:
Grovely SS is a P - 7 school, located in the Metropolitan education region with a current enrolment of 360 students. The Principal, Vicki Baker, was appointed in 2006.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of Resources, Systematic Curriculum Delivery and Effective Teaching Practices.
- There is a strong and optimistic commitment by staff members to the school improvement strategy and an expressed community confidence in the school leadership team.
- Collegial support, positive staff morale, trust and respect are evident in professional teams.
- A strong collegial culture has been established, with teachers committing to ongoing professional learning. Coaching, mentoring and feedback structures focus on improving classroom teaching.
- The Maximising Performance Student Support committee coordinates a range of support services and intervention programs that cater for the differential learning needs of targeted students.
- Teachers value the collection, analysis and discussion of data to inform differentiated learning and to establish high expectations for student achievement.
- Differentiation is a priority of the school and teachers use a common template to record how assessment data analysis facilitates differentiated teaching in classrooms for ability groups.
- Parents are welcomed as partners in their child’s education. They are encouraged to take a genuine and close interest in their child’s achievements and the activities of the school.

Affirmations:
- Explicit instruction is seen as a whole school pedagogical practice essential to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- School Wide Positive Behaviour Support and a supportive learning environment have established an effective platform for productive teaching and successful learning.
- The Head of Curriculum (HOC) facilitates co-operative planning opportunities that result in a clear understanding of the school’s curriculum and assessment framework.
- Targeted human resource deployment maximises student learning and effective teaching.
- Student learning goals guide and motivate students’ engagement in key learning areas (KLAs).
- Teachers routinely share assessment expectations with students, use criteria sheets when making judgements and moderate student achievement.
- School processes and structures support regular teacher moderation of student assessment.
- The Developing Performance Framework, capability development and professional learning are central to the development of a self-reflective culture focused on improving classroom teaching.

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 setting individual student targets and monitoring improvement in achievement.
- Regularly review the school curriculum plan to ensure horizontal and vertical alignment so there is continuity and progression of learning across the multi-age structure.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Investigate catering for the learning needs of more able students within class learning programs.
- Develop a consistent school wide approach to the provision of regular and timely feedback to students that guides their further learning.
- Progress current initiatives focused on the enhancement of staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.