Background:
Hendra SS is located in the Metropolitan education region with a Prep – Year 7 enrolment of 49 students. Acting Principal, Mr Trevor Carr, was appointed in 2013.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in A Culture that Promotes Learning.
- There is an optimistic belief that further school improvement is possible and an expressed community confidence in the current Principal’s leadership of the school.
- Positive and caring relationships are the basis of a safe, respectful and tolerant learning environment focused on student achievement. Staff morale is high.
- Parents are encouraged to take a genuine and close interest in their child’s education and the activities of the school. Parents work alongside staff members in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- High expectations for student achievement and responsible behaviour have established an effective platform for productive teaching and successful learning.
- Deliberate strategies, including Open Days, community partnerships and positive media exposure, are being employed to maximise student enrolment.

Affirmations:
- Explicit instruction is seen as a pedagogical practice central to the development of staff members as a coherent school wide teaching team focused on improving student learning outcomes.
- There is a growing confidence in the value of systematically collected and purposefully analysed student achievement data to inform differentiated teaching and learning programs in classrooms.
- Classroom practices facilitate the celebration of individual student progress over time in reading.
- Targeted human resource deployment maximises student learning and effective teaching.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements about student achievement.
- The Developing Performance Framework process provides a basis for professional discussions focused on improving staff member’s pedagogical knowledge and skill.
- Some community partnerships enhance learning opportunities and student engagement.
- Preparation processes have commenced regarding transition for Junior Secondary in 2015.

Recommendations:
- Clarify a narrow and sharp focus for whole school teaching and learning priorities. Establish targets and timelines to measure success and facilitate the communication of whole school achievement.
- 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.
- Enhance current differentiation processes that link the analysis of student assessment data with the clear identification of student’s strengths and concept skill gaps or misunderstandings.
- Consider how the learning needs of more able students can be catered for in regular class programs.
- Strengthen current processes for the identification of measurable student learning goals through linkages to regular and timely feedback to students across all year levels.
- Explore how higher order thinking can be embedded in teaching practice in all key learning areas (KLAs).
- Review the school curriculum plan to address all KLAs while ensuring horizontal and vertical alignment so there is continuity and progression of learning across the multi-age structure.
- Develop a strong collegial and self-reflective culture in which staff members welcome school leaders and colleagues to observe their teaching, discuss their work and provide developmental feedback.
- Ensure the ready accessibility of hardware, along with staff members’ knowledge and skills, facilitates the effective use of technology to maximise student learning.
- Investigate how teachers can best engage in moderation of student work.