Background:
Mackenzie River SS is located approximately 35 kilometres from the mining centre of Middlemount in Central Queensland. The school provides an educational program for 16 students from Prep - Year 7. The school serves as the community hub for the surrounding rural properties.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Expert Teaching Team, Effective Teaching Practices and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on reading comprehension and spelling has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). A whole school reading plan has been written and implemented across all year levels. Reading data has shown that students are making progress towards school targets and individual learning goals.
- Teachers and teacher aides are differentiating spelling lists for the range of students in their classes. Progresses of individual students are constantly being monitored and instruction programs updated.
- The Principal provides a detailed program of instruction for the support staff. Each child is working on an individual program of instruction based on identified needs.
- The school’s responsible behaviour plan has recently been reviewed and approved by the school community. The plan has been effective in contributing to a learning environment where there are no obvious behaviour problems and the school has an optimistic and positive feel.
- Comprehensive curriculum plans are guiding the instructional programs in all key learning areas (KLAs). The assessment plan is being used to monitor individual student progress against the agreed standards outlined in the planning documents.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics science and history and have reflected on how best to address the curriculum requirements of multi-age classes.
- Regular reports sent home to all families are keeping them well informed about the program of instruction and the progress of their children against the communicated expectations.

Recommendations:
- Continue to develop the whole school pedagogical framework based on the explicit instruction framework. Provide appropriate professional development for all staff members in conjunction with regular opportunities for coaching and mentoring designed to improve instructional models.
- Provide professional development aimed at building all staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Connect with other like schools to undertake the external moderation of students work. Use opportunities to further develop the knowledge and skills of the teaching staff and inform modifications required to the instructional programs.
- Continue to incorporate a range of higher order thinking skills into all KLAs.