Background:
Chelona SS opened in 1893 and provides education for approximately 90 students from Prep to Year 7. A number of current students are fifth generation enrolments of the school. Chelona SS is situated 15 km south of the provincial city of Mackay in Central Queensland. The current Principal, Mrs Lynette Wood, was appointed in 2012.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant improvement in the domains of An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The leadership of the Principal of the Explicit Improvement Agenda is rigorous and classroom focused.
- The culture of the school is strong and based on a clear sense of mutual respect. The students have strong confidence in their teachers and a real sense of pride in the school.
- The Principal of the school provides a welcome presence in classrooms across all year levels.
- There are some outstanding teaching practices occurring in the school and a sense of professional and collegial teaching. The more experienced teachers assist their colleagues in using these effective practices, providing an ideal platform for formal peer mentoring and coaching.
- The work being undertaken by teacher aides in the classroom is making a very positive difference to the learning outcomes of students.

Affirmations:
- Teachers have participated in classroom observation by an Explicit Teaching specialist teacher and have been observed by this teacher and received written feedback in order to improve their practice.
- Teachers describe how they regularly consult each other in relation to improvements to their pedagogy. Many staff members express how well they work as a team and there is strong evidence of deprivatisation of teaching practice. The current Curriculum Framework, including a focus on explicit teaching as the signature pedagogy, is evident in classrooms. This focus is increasingly having a positive impact on the enacted pedagogy of teachers in the school.
- The significant work undertaken by the Principal and teachers to implement the Australian Curriculum has been undertaken in a very professional manner with supervision of the process by the Principal.
- There is high teacher morale evident across the school. Professional sharing is impacting positively on teacher morale and performance.
- The use of current and accurate data to guide intervention strategies is having a positive impact on student outcomes and in particular on targeted students.
- The involvement of parents in classrooms and other school activities is a real strength of the school.

Recommendations:
- Continue to develop the implementation of the Australian Curriculum by monitoring student engagement, student outcomes and adopting or adapting Curriculum into the Classroom (C2C) resources, guided by professional judgment.
- Continue to embed teachers’ use of timely feedback to guide student actions and strengthen those practices that bring the most success for students.
- Continue to develop a strong collegial and self-reflective culture. Utilise this culture to establish protocols that enable and encourage colleagues to observe their teaching, discuss their work and provide written feedback.
- Continue to network with other schools to ensure that standards within the school are verified. Use these networks to continue to prepare students for the transition to Junior Secondary.
- Continue to use objective data to reflect on the effectiveness of teaching practices. Encourage teachers to continue to learn and become data analysis experts focusing on the effective teaching of students as individuals.
- Continue to strengthen and embed the effective establishment of specific student learning goals/targets to encourage aspirational improvements in student learning outcomes.