Background:
Bundaberg West SS is a Low Socio Economic National Partnership school that caters for the learning needs of 300 students from Prep - Year 7. 17 per cent of the student population have a verified disability and there is recognition within the community that the school caters well for their specific needs. The current Principal Ross Morrall was appointed in 2009.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of A Culture That Promotes Learning, Targeted Use of School Resources, Differentiated Classroom Learning and Effective Teaching Practices.
- A strong collegial culture has been established and high levels of trust are apparent across the school.
- A range of strategies are in place for the provision of curriculum to students with special needs including those with disabilities. The needs of the students and the available resources are matched to ensure best learning outcomes. In recognition of the school context considerable attention is paid to students’ social and emotional needs.
- An attractive physical environment has been established and maintained that is reflective of the feelings of belonging and pride that are evident in the members of the school community.
- Analysis of student achievement in NAPLAN has shaped the provision of programs in recent years, leading to positive trend data in annual results.
- Learning blocks have been established across the school to provide differentiated support for students. Teacher aides, the Teacher-Librarian, the Support Teacher: Literacy and Numeracy (STLaN) and the Head of Curriculum (HOC) are strategically deployed to support these blocks resulting in more personalised learning.
- Teacher aides are highly-valued paraprofessionals that are integral to teaching and learning.

Affirmations:
- Student successes in academic and non-academic fields are celebrated widely.
- The Student Tracker data sheets summarise all data for each year level and child.
- A whole-of-school approach to the promotion of responsible behaviour for students is being applied. Expectations are clearly displayed and explicitly taught to students.
- Learning blocks provide some opportunity for teachers to model practices, observe one another and engage in professional conversation regarding students.
- The Principal visits classrooms and provides verbal affirmations for teachers on their practices.
- The school has partnerships with universities and research organisations to conduct studies and trials.
- Teacher Achievement Plans (TAPS) have been developed and are being reviewed through interviews with the Principal to improve teacher skills and abilities.

Recommendations:
- Narrow and sharpen the explicit improvement agenda to focus on what are determined to be the most immediate priorities including clear targets and timelines. Communicate the agenda to the school community and celebrate progress as targets are attained.
- Collaboratively develop and document clearly the expected pedagogical practices in all key learning areas (KLAs). Ensure the school context and values are core to the process of creating the West Way. Utilise the instrument in the training and induction of new staff members.
- Explore options to support the extension of on-site coaching and mentoring to share the best practices of teachers within the school.
- Ensure that students are aware of the learning intent and success criteria for all lessons.
- Clarify expectations regarding feedback to students including annotations in workbooks. Adopt a methodology for connecting curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Build on the strong collegial and self-reflective culture to have teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback.