Background:
Forsayth SS is a one teacher school with 12 students located in the Far North Region. The school has a second teacher for two days every week supporting English, mathematics and science.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, A Culture that Promotes Learning and Effective Teaching Practices.
- The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement.
- The school leadership team is clearly committed to finding ways to improve on current student outcomes in spelling and numeracy through the explicit teaching model.
- There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers’ understandings of highly effective teaching strategies in these areas.
- Physical spaces and technology are used effectively to maximise student learning.
- Targets for improvement are clear and accompanied by timelines.
- There is a happy, optimistic feel to the school.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.
- Information about the school’s performance is communicated to the school community.
- Staff members have participated in the Developing Performance Framework as a basis for their personal performance and development plans.

Recommendations:
- Continue to develop teachers’ data literacy skills to identify the gaps in student learning, to monitor improvement over time and to monitor growth through tracking devices.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Actively promote the use of differentiated learning for ensuring every student is engaged and learning successfully. Use assessment instruments to identify specific skill gaps in student learning. Ensure planning shows how different needs of students are addressed, including the high achievers.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building onto and extending learning in previous years.
- Explore ways to include and engage students and parents in target and goal setting.
- Ensure SOSE, technology, health and physical education and the arts are delivered in a way that meets the system requirements, with year level guides to making judgements, and exemplars communicated to students.