Background:
Caravonica SS is situated approximately 20 kilometres north of Cairns within the Far North Queensland education region. The school was established in 1927 to cater for the educational needs of the farming communities of the area. The school has a current enrolment of approximately 453 students. The current Principal, Michelle Davis, was appointed in an acting capacity in January of 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 the Leadership Team of the school has refined and refocused the domain: An Explicit Improvement Agenda. This agenda has been progressed with significant staff development and engagement resulting in a well-supported and informed faculty who use current meaningful data sets to inform their teaching and improve student learning especially for reading.
- The development of school based exemplars of A and C standards of student work, provides students, parents and teachers with a clear understanding of what is expected to indicate learning success.
- The school developed Differentiation Plan for reading indicates strategies that can be used by staff members and students to improve their learning and provide a strategy for students learning goals.
- Expectations for student achievement is high for all students and this is enhanced by teachers recording predictions about student success in reading at the start of the year, and the monitoring by students and staff members each term to track success and make adjustments for student learning.
- The use of teacher aides to maximise learning for students in a structured balanced reading program is a feature of the learning environment about which students, parents and staff members comment very favourably. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- The Junior Secondary agenda has progressed by adjusting routines and structures, reciprocal secondary school visits and information sessions for parents.
- School leaders are focused on developing each staff member’s capacity to enact the school improvement agenda through targeted professional development aligned with Developing Performance Plans.

Affirmations:
- The Leadership Team have undertaken to revise the school based units of work in English to more successfully meet the achievements standards of the Australian Curriculum in a localised context.
- Recent initiatives to extend the moderation processes to include vertical moderation shows a strong commitment to a whole of school approach to curriculum delivery.
- The engagement of staff members in reflective practices such as: Watching others Work, Walk Throughs and Explicit Teaching Observations indicates a collegial commitment to seek explicit feedback for improvements; this is complemented by lead teachers’ willingness to be filmed to share their pedagogical practices beyond the school.

Recommendations:
- Continue to embed the current narrow and deep improvement agenda that makes explicit the enacted curriculum intent, pedagogies, support provisions and adjustments, differentiations and reporting protocols that are being implemented.
- Explore the development of a shared matrix of criteria as a guide to making consistent judgements for effort ratings for students to reflect the much higher engagement levels of students in their own learning that has resulted from the intensive implementation of the explicit improvement agenda.
- Further develop staff members’ knowledge and usage of Class Dashboard in relation to data analysis of academic performance data, whole of school monitoring data, as well as, major, minor and positive behaviours of students.
- Continue to progress the engagement of parents with the school, to extend the learning environment beyond the school and to maximise understanding and support for the school’s development of a supportive learning environment.