Background:
Fairview Heights SS is located in Toowoomba. The school caters for the learning needs of 595 students from Prep - Year 7. The population includes 60 students verified with a disability. The school prides itself on delivering its vision, ‘Growing Together, Learning Forever’. Current Principal Julie Raitelli was appointed in 2005.

Commendations:
• There has been progress made since the previous Teaching and Learning Audit in the domains of Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
• A collegial culture has been established and a high level of trust is evident in all facets of the school. Parents speak highly of teacher commitment to their children’s education.
• Teacher aides are highly valued and well-trained paraprofessionals. They work alongside teachers to deliver specific programs and share judgments about learning to inform future planning.
• Individual teachers have professional conversations with the Principal, Deputy Principal and Head of Special Education Services (HOSE) twice each year to analyse planning documentation, student progress data and development in their own professional practice.
• Trained personnel are deployed to support student learning in literacy blocks twice weekly in all classrooms. Diagnostic testing and analysis inform program development.
• The school is focused on delivering tailored programs responsive to individual student learning needs. Student progress data informs decisions about intervention and personnel deployment and funding is sought, and regularly secured from beyond the school to expand the offerings.

Affirmations:
• Clear assessment tools and year level benchmarks guide teacher judgements.
• Differentiation plans are developed for all students with A, D or E achievement ratings.
• Individual student learning goal setting has begun in reading, mathematics and behaviour.
• The school Bookwork Expectation Policy is adopted and monitored fortnightly by school leaders.
• Teachers participate in a range of meetings to: manage curriculum delivery, analyse student achievement, plan and evaluate programs and moderate student work.
• Training sessions in reading strategies are provided for interested parents.
• The school ‘Vision’ program is sustained through common weekly lessons in all classrooms.
• Additional human resources are purchased to support reading programs.
• Moderation of student work occurs at school level and across a local cluster of schools.
• Links are established with the local university to provide professional development in pedagogy.

Recommendations:
• Refine the whole school pedagogical framework to align with systemic expectations. Ensure clarity about explicit teaching expectations, the processes for meeting individual needs, expectations about embedding higher order thinking and clear guidelines about feedback and goal setting. Systematically provide professional development regarding all aspects of the plan to all staff members responsible for teaching and learning.
• Refine the school curriculum plan with particular attention to vertical alignment to ensure continuity and progression of learning across the year levels.
• Continue to build staff members’ data literacy skills through explicit professional development. Use diagnostic analyses to identify gaps in student learning and devise appropriate strategies.
• Formalise and enact a school-based methodology for coaching and mentoring to harness and share best practice within the school and to ensure explicit teaching methods are being consistently adopted by all teachers.