Background:
Crescent Lagoon SS provides education for approximately 400 Prep - Year 7 students. The school was opened in 1896 and moved to its present site on the southern side of Rockhampton in 1932. The local Dharumbal language and culture program is delivered by an elder to Prep - Year 4 students.

Commendations:
- Since the previous Teaching and Learning Audit, there has been significant work done to improve the school wide analysis of data to identify and address learning needs of individual students.
- Despite the explicit improvement agenda, a focus on reading and explicit instruction, being relatively new, there is evidence of a strong initial take up at the classroom level by all teachers and teacher aides.
- The role of the Support Teacher Literacy and Numeracy (STLaN), to implement the “break it down, build it up program” is strengthening staff members’ capacity to differentiate for cultural and English as a Second Language (ESL) students.
- The Support Teacher: Students’ with Disabilities (SWD) is working collaboratively with class teachers to personalise learning outcomes for SWD students.
- There are some outstanding teaching practices occurring at different junctures which can provide a platform for peer mentoring and coaching opportunities.
- Every Indigenous student has an individual ‘Student Personalised Learning Plan’ which enables a strong connection with clan, family and school.

Affirmations:
- The explicit improvement agenda, a focus on reading and explicit instruction has been communicated to all staff members and the wider community.
- Through the implementation of the five week data collection cycle, teachers are beginning to make regular and timely judgements about individual needs. This cycle is enabling teachers to identify appropriate starting points for teaching and to personalise teaching and learning activities.
- Most teachers expressed that they were open to observing each other teach; and giving and receiving constructive feedback from colleagues.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history. Class planning shows how the different needs of students are addressed through reading programs.
- Teachers, support staff, teacher aides and parent helpers support students in differentiated reading groups. Feedback and data collection from reading activities is specific and effective.
- Some class teachers have started to set learning goals with students for reading.

Recommendations:
- Continue to refine the whole school pedagogical framework to clarify the kinds of teaching you wish to see. Support this through a planned approach to coaching and mentoring.
- Continue to build a culture of high expectations with parents and teachers in terms of each and every student’s capacity to improve, especially students achieving in the upper two bands.
- Develop a strong collegial and self-reflective culture in which teachers invite the curriculum leaders and colleagues to observe their teaching, discuss their work with them and provide feedback.
- Continue to support teachers to improve their classroom teaching; to take action and continue to monitor progress by developing more sophisticated data literacy skills.
- Continue to build teachers’ capacity to provide individual and timely feedback to improve student outcomes and improve teachers’ ability to personalise student learning.
- Continue to provide professional development for staff members to differentiate by offering multiple means of representation, engagement and expression.