Background:
Monto SS is a five teacher school arranged into four classes; Prep, Years 1 - 2, Years 2 - 3, Years 4 - 5 and Years 6 - 7. There are 120 students at the school where the majority of the students come from the township of Monto. The school is located in the Central Queensland region.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and A Culture That Promotes Learning.
- The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in spelling and explicit instruction.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- 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 in spelling and reading.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- Staff morale is generally high.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback from each other and the Principal.
- Teachers use some moderation processes with writing tasks from Curriculum into the Classroom (C2C).
- The Principal explicitly encourages differentiated teaching in a multi-age setting.
- Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.

Recommendations:
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Ensure that a strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations in Australian Curriculum, Assessing and Reporting Authority (ACARA).
- Ensure there is vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building on to and extending learning in previous year.
- Provide explicit feedback to students that help them to understand what they need to do next in order to reduce the learning gap. Relate the feedback to criteria sheets and exemplars for all key learning areas (KLAs).
- Develop whole of school higher order thinking strategies which are embedded within all KLAs.
- Continue to support teachers to become experts in the KLAs they teach and continue to provide leadership opportunities.
- 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.