Background:
Wishart SS provides education for 620 Prep - Year 7 students and has a strong profile in the community, based on high expectations and standards. The Parents and Citizens Association (P&C) and a number of parent volunteers strongly support the school. The school motto is "together we create the future."

Commendations:
- Since the previous Teaching and Learning Audit, there has been significant work done to improve the whole school’s data analysis, differentiation and teaching practices.
- There is a strong collegial culture of mutual trust amongst parents, teachers, teacher aides and the school leaders. There is expressed confidence and optimism in the strategic direction of the school. School performance data has been used to identify writing and numeracy as the next focus areas.
- Whole school data mapping is identifying trends in student achievement levels, which is informing the differentiation of teaching and learning, at a whole school and classroom level. The school leadership team budget for, plan and monitor the whole school differentiation sessions in reading and writing.
- The reading development intervention and extension writing program enable staff members to differentiate and tailor classroom activities to levels of readiness and need.
- Some year levels utilise the teachers who are experts in science, history and the arts to deliver these subjects to the entire year level of students. These science teachers have high levels of pedagogical knowledge and skill, including knowledge of evidence-based teaching strategies.
- The role of the Support Teacher Literacy and Numeracy (STLaN) in leading the curriculum alignment and modelling evidence-based teaching is extremely valued by all staff members.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics science and history.
- Most teachers were open to observing each other teach; and giving and receiving constructive feedback to improve their teaching practices. There are some outstanding teaching practices occurring at different junctures which can provide a platform for peer mentoring and coaching opportunities.
- In year level teams, teachers share effectiveness of teaching strategies, clarify curriculum intent and moderate student’s work.
- Most teachers have set student learning goals for reading and writing. Some have set numeracy learning goals.
- To boost reading and writing outcomes for identified students, the school has employed additional teacher aides and a teacher to provide differentiated groups of students support in reading and writing.
- The teacher librarian is modelling effective reading comprehension lessons for teachers in Years 3, 5 and 7, as well as, delivering extension writing lessons for the more capable students.

Recommendations:
- Continue to work collaboratively on the pedagogical framework to inform the school’s position on which evidence-based teaching practices will be adopted across the school to drive student improvement.
- Continue to develop the use of individual student learning goals across all key learning areas (KLAs) to build further differentiation and personalise teaching and learning, especially within the upper two bands.
- Continue to provide professional development aimed at building staff members’ sophisticated data literacy skills to use timely student achievement data as evidence of successful teaching practices.
- Continue to build teacher capacity to provide timely and regular feedback to guide student learning.
- Continue to use reading data and commence using writing and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of school.
- Continue to develop a strong collegial and self-reflective culture in which teachers invite colleagues to observe their teaching, discuss their work and provide timely and regular feedback on the effectiveness of their teaching practices.