Background:
Andergrove SS was established in 1939 and is located in Mackay, in the Central Queensland education region. The school has a current enrolment of approximately 350 students, of which, 20 students are supported by the English Assistance Language Program (EALP), 12 students through the Special Education Program (SEP) and 68 Aboriginal and Torres Strait Islander (ATSI) students. The current Principal, Sandra Grant, was appointed to the school in 2014.

Commendations:
- All programs and strategies associated with the school improvement agenda have a very strong research base and are effectively linked with the school’s Agreed Pedagogical Framework 2013 – 2016.
- Since the previous Teaching and Learning Audit in 2010, considerable work by the school has led to improvement in all domains, in particular, An Explicit Improvement Agenda, Analysis and Discussion of Data, An Expert Teaching Team and Effective Teaching Practice.
- The Principal and other school leaders have introduced and resourced a range of effective strategies to address improvement in reading, spelling and writing.
- The Principal, Deputy Principal, Head of Curriculum (HOC) and the Support Teacher Literacy and Numeracy (STLaN) are all very hands on instructional leaders and have contributed significantly to changes in practice at the classroom level.
- Feedback, coaching and mentoring strategies have been in place for some time for teachers, to support the delivery of key programs and are shaping the delivery of preferred teaching practices in the school.
- The very successful implementation of a School Wide Positive Behaviour Support (SWPBS) approach has had a positive impact on the behaviour of students and the tone of the school.

Affirmations:
- There are regular data conversations between every teacher based on class data profiles, which helps inform teaching at the classroom level.
- The school has been involved in the development of the Junior Secondary program at Pioneer SHS, which addresses both transition for students and the development of preferred pedagogy.
- High quality Induction programs are in place, which have helped maintain the continuity of key programs with a large number of new staff members.
- Developing Performance Framework (DPF) processes are in place and elective and whole school professional development activities are aligned to the school’s improvement agenda.
- Teachers regularly visit each other’s classroom to learn from each other.

Recommendations:
- Continue to work with parents in relation to the importance of high expectations, attendance and their involvement in their children’s learning. Continue to use the school’s new Pre-Prep program to establish relationships with new parents and screen for Early Intervention needs.
- Continue to supervise the vertical alignment of curriculum delivery as adaptations are made to Curriculum to the Classroom (C2C) units by teachers.
- Enhance the repertoire of skills and strategies that teachers have to provide feedback to students on their learning.
- Continue to build teacher capacity to understand and use data to inform their teaching and differentiate learning through the school’s Class Differentiation Surfboard and Benchmarking and Assessment Framework.
- Further develop teacher skills in terms of student goal setting using more specific, measurable targets. Consider shorter cycles of reflection and review of goals linked to key intervention needs.
- Continue to embed a deep understanding of how the various elements of the school’s approach to the teaching of reading, contribute to a balanced, whole school reading program, over time.