Background:
Fitzgerald SS is located on the coast of Central Queensland in the northern suburbs of Mackay. The school has a current enrolment of approximately 750 students. The Principal, Mr Michael Anderson, has been at the school for seven years.

Commendations:
- Since the previous Teaching and Learning Audit the school has demonstrated improvement in domains: An Explicit Improvement Agenda, A Culture that Promotes Learning and Effective Teaching Practice.
- The school has maintained outstanding practices in the domain: Targeted Use of School Resources, through the sophisticated alignment of school and community based resources to implement the priorities of reading and class based differentiation for all students. The school has prioritised and funded the continuation of a Literacy & Numeracy Coach.
- The teaching staff members are implementing the Australian Curriculum with a high degree of fidelity, consistency and quality. The school has well documented quality assurance processes for approving curriculum programs.
- The school has a strong degree of support from the school community which is evidenced by financial support for the school priorities of reading and attendance and has extremely high levels of parent satisfaction as expressed through the Department’s School Opinion Survey.
- The Support Teacher Literacy and Numeracy (STLaN) is supporting a wide range of staff members and children in providing quality learning programs and activities. Staff members can articulate their belief and total support of the STLaN.

Affirmations:
- Teachers are using explicit instruction as a consistent strategy to engage children in curriculum delivery.
- The school is implementing a Fitz Blitz series of programs and activities to improve the reading ability of identified children, which is supported by parents and children.
- Higher Order Thinking skills are used by most teachers to enhance differentiated learning activities that cater for the needs of high achieving students.
- The school provides specialised learning opportunities for high achieving students in the areas of writing and mathematics.
- Quality Junior Secondary transition programs exist for Indigenous students. Activities and processes for transitioning primary school students to secondary school continue to be developed and will include staff visits, joint curriculum planning and staff sharing of effective pedagogical practices.

Recommendations:
- Design and implement procedures that facilitate the vertical alignment of curriculum subject areas, curriculum implementation and assessment.
- Review the current data plan and assessment and reporting framework with a focus on the types and consistency of data collected and the use of data to inform teaching practice. Review the balance between short term and long term data collection strategies and the ability to use data sets to inform and improve teaching strategies.
- Continue to develop the pedagogical framework with a view to making explicit the strategies that are used to deliver the curriculum in reading, writing, spelling and mathematics.
- Continue to develop classroom practices with a view to embedding formal observations and feedback by the Principal, other members of the leadership team and peer teachers into school learning culture.
- Develop and consistently implement a system for monitoring student progress in reading from Years 4 - 7 with a view to accurately ascertaining levels of comprehension.