Background:
Healy SS is located in the city of Mount Isa in the North Queensland education region. The school has a current enrolment of 199 students from Prep – Year 7 with approximately 50 percent of students identified as Indigenous. The Principal, Janene Franklin, was appointed in January 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2012 there has been improvements in the domain of Systematic Curriculum Delivery.
- The Head of Curriculum (HOC) is highly regarded by teaching staff members who value the work being done in planning for the effective delivery of the Australian Curriculum.
- There is a consistent and effective approach to collecting data concerning students’ reading levels including, displaying the reading levels and goals in classrooms.
- The school has provided opportunities for aspiring teachers to take on leadership roles beyond the classrooms. For example, teachers have been identified as Language Leaders and have had, or will have the chance, to share expertise with colleagues.
- The Principal has made it a priority to ensure that each teacher has a Developing Performance Plan to ensure that all teachers are engaged in ongoing professional learning.

Affirmations:
- The school has recognised that it needs to make effective teaching of reading a priority and is implementing a program entitled Getting Reading Right. This program is being appropriately resourced.
- The Build it Up, Break it Down strategy is being implemented which ensures students are able to access literacies across the curriculum.
- Classrooms are generally orderly, disciplined, well presented and teachers have worked well to provide a safe and stimulating learning environment across the school.

Recommendations:
- Review and consider refining and sharpening the school’s pedagogical framework so that teachers and staff members have a clear understanding of how the framework can inform teaching practices in the classrooms.
- Ensure that all teachers receive appropriate professional development that aligns with the pedagogical framework and the explicit improvement agenda.
- Ensure that teachers’ Developing Performance Plans reflect systemic, school and personal priorities.
- Establish formal processes whereby instructional leaders visit classrooms to observe practices and provide written and verbal feedback to teachers.
- Build teachers’ data literacy skills and ability to take action and monitor the progress of students with their learning.
- Revisit the Expectations for Teaching and Learning at the school and ensure that supervision occurs in order to develop a consistency of practice across classrooms.
- Continue to supervise and monitor consistent curriculum delivery to ensure horizontal and vertical alignment across the years of schooling.
- Continue to enhance leadership opportunities for staff members and consider training teachers appropriately as instructional coaches to support the explicit improvement agenda.
- Ensure that communication with the local high school continues to ensure that students and teachers are thoroughly prepared for Junior Secondary in 2015.