Background:
Mary Valley SC is a Prep – Year 10 co-educational school with an enrolment of approximately 160 students. The primary school was established in 1857, with the secondary department coming on line in 1962. The Principal, Mrs Jennifer Kent, was appointed to the school at the beginning of the 2013 school year.

Commendations:
- Since the last Teaching and Learning Audit progress has been made in the following seven domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, An Expert Teaching Team, Systemic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading and numeracy has been communicated to all staff members and parents. This has been effective in narrowing and sharpening the whole school’s attention on core learning priorities.
- A whole school reading plan has been written and implemented across all year levels. Teachers and teacher aides support students in guided reading groups in all P-10 classes.
- All staff members understand the importance of positive and caring relationships to successful learning.
- Staff members, students and parents express a strong confidence in the leadership team and their focus on standards and expectations. This deliberate focus is bringing about a positive learning culture.
- A strong collegial culture is evident. Teachers have a shared commitment to the improvement of teaching and learning, and openness to critique by colleagues.

Affirmations:
- Secondary teachers are implementing the Art and Science of Teaching (ASoT) pedagogical framework to inform how best to modify and adapt their lesson delivery in the Junior Secondary program.
- All staff members have a strong and shared commitment to the improvement of teaching practices.
- There are some quality teaching practices occurring at different junctures which will provide a platform for peer mentoring and coaching opportunities across the two campuses.
- All staff members have an expectation that every student will learn and achieve positive outcomes.
- The school is implementing the Department’s Developing Performance Framework as the basis to inform whole school and individual professional learning sessions.
- The school reading program and whole school planning demonstrates vertical alignment of reading across the years of school.

Recommendations:
- Continue to develop the implementation of the Australian Curriculum by monitoring student engagement, student outcomes. Adopt or adapt Curriculum into the Classroom (C2C) resources guided by professional judgment and by current student outcome data.
- Continue to ensure there is clarity about what students are expected to learn and be able to do.
- Prioritise high expectations of every student’s learning especially in the upper two bands. Embed timely, effective written feedback to guide student actions and inform teaching and learning.
- Continue to build staff members data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Continue to work collaboratively to implement the ASoT pedagogical framework. Provide modelling, coaching and written feedback to teachers on high yield teaching strategies and highlight the strengths in the school wide team with all staff members.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school. Ensure that the teaching and learning is building on to and extending that of previous years.
- Ensure that a range of work experience opportunities is offered to students in Years 9-10 and they are strongly encouraged to access such opportunities.