Background:
Monto SHS is a small rural school situated in the North Burnett District. The school is a National Partnerships school and has a current student enrolment of 158 students.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant improvement particularly in the domains of An Explicit Improvement Agenda, Systematic Curriculum Delivery, Targeted Use of School Resources and the Analysis and Discussion of Data.
- The implementation of explicit instruction as a model for pedagogy that provides a common, consistent and whole school approach to pedagogy.
- The extensive and comprehensive planning that has commenced in preparation for the implementation of Junior Secondary.
- The commencement of the implementation of strategies to improve teacher pedagogy, including classroom visitation and observation by the Principal and Heads of Department (HODs) which includes written feedback, and the videoing of lessons to share best practice.

Affirmations:
- The engagement of the teachers, HODs and Subject Area Coordinators (SACs) in implementing the Australian Curriculum.
- The initiatives commenced around developing students’ skills in literacy and numeracy, for example, the specific focus upon spelling and the differentiated literacy and numeracy classes.
- The strategies commenced around differentiation and the use of the differentiation sheets to track, monitor and evaluate student progress in every subject.
- The participation of teachers in the Learning Lounge conversations, with a focus upon developing professional capacity around pedagogical practice.
- The practice of pre testing and post testing that has been commenced in some subjects.
- The leadership of the Principal in the explicit improvement agenda, including the engagement of the wider school community.
- The opportunities that have been developed to maximise student outcomes in the senior school, for example the work experience opportunities and the BEACON Foundation initiatives.
- The Funky Learner awards which are utilised as a proactive behaviour management strategy.
- The extensive support given to students in the Special Education Program (SEP).

Recommendations:
- Implement the Developing Performance Framework conversations as a basis for professional conversations with staff members.
- Develop a pedagogical framework which will articulate the shared beliefs about teaching and learning at Monto SHS.
- Develop a culture of high expectations for all students, including the setting and monitoring of whole school, cohort and individual goals and targets; the provision of feedback to students which includes strategies for improvement and the inclusion of progress achievement levels in the end of term one reports.
- Expand the process of providing ‘A’ level exemplars to students by some teachers, to include the provision of exemplars for all subjects.
- Continue to utilise the extensive data available for each student to inform the starting points for teaching and to differentiate for the range of learners in each class, including both the lower and high achieving students, to ensure individualised and personalised learning for all students.
- Extend the process of classroom observation and feedback about pedagogy to include a process of mentoring and coaching by all teachers.