Background:
Julatten SS is a co-educational school with an enrolment of approximately 167 students from Prep to Year 7. The school was established in 1924. The Principal, Ms Martina Leiter, was appointed to the school in January 2013.

Commendations:
- Since the last Teaching and Learning Audit progress has been made in the following domains: An Expert Teaching Team and Effective Teaching Practices.
- 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 classes.
- All staff members understand the importance of positive and caring relationships to successful learning.
- Staff members, students and parents express a confidence in the leadership team and their focus on standards and expectations.
- A strong collegial culture is emerging. Teachers have a shared commitment to the improvement of teaching and learning as well as openness to critique by colleagues.

Affirmations:
- There are some quality teaching practices occurring at different junctures which will provide a platform for future peer mentoring and coaching opportunities.
- 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. It is routinely used to inform whole school and individual professional learning sessions.
- The school has collaborated effectively with feeder secondary schools regarding the Junior Secondary needs of their transitioning students.

Recommendations:
- 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.
- Consider the collaborative development of a Charter of Expectations for students, parents and the community to ensure agreement, understanding and clarity around the desired behaviours of all school community members.
- 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 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.
- Monitor curriculum planning and delivery to ensure alignment with the Australian Curriculum requirements. Ensure there is continuity and progression of learning across all years of schooling.
- Consider the collaborative development of a common school wide planning methodology to ensure teachers effectively align individual learning episodes, units of work and assessment within, and across year level junctures.
- Assist teachers to improve classroom teaching and learning processes by creating opportunities to share effective teacher practice. Build the collaborative skills of teachers by making time and space for critical reflection.