Background:
Murray River Upper is situated 15 minutes south of Tully in Far North Queensland. The school is organised into three classes; Prep - 2, Years 2 - 4 and Years 4 - 7. 40 per cent of the students are Indigenous and come from the local Jumbun community. Families also come from local cane, banana, paw paw and cattle farms.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and A Culture that Promotes Learning.
- The school has developed an agenda for improvement and the Principal can describe the improvements they wish to see in reading comprehension.
- The Principal is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence to improve explicit teaching methods.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement in reading.
- There is a documented school plan and timetable for the annual collection of student outcome data and one or more members of staff have been assigned responsibility for analysing the full range of school data.
- Staff morale is generally high.
- Parents and Jumbun, the local Indigenous community, are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning. The school holds regular parent information sessions in the local Indigenous community.

Affirmations:
- The school provides opportunities for teachers to take on leadership roles outside the classroom.
- The school and community have worked hard to create a very attractive physical environment with a vegetable and bush tucker garden with a market stall at the entrance to the school.
- Students’ reading data is displayed on a data wall and is used to monitor progress, engage students in the improvement process and celebrate success.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.

Recommendations:
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Ensure the school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Australian Curriculum and the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn.
- Ensure data analysis is used throughout the school to establish where students are up to in their learning, to identify skill gaps and misunderstandings, to tailor teaching to student needs and to monitor student progress. Use data on a regular basis to reflect and as evidence of successful teaching.
- Ensure that all students are engaged in challenging, meaningful learning and higher order thinking is embedded in all key learning areas (KLAs).
- Continue to monitor attendance and develop further strategies and systems to improve.
- Develop a documented professional learning plan aligned with the school improvement plan.