Background:
Emerald North SS is situated in the central highlands of Central Queensland. The town services a large mining community and is the local township for the surrounding agriculture community. The school has a current enrolment of approximately 326 students. The current Principal, Jane Harvey, was appointed to the school at the beginning of 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2012, the school has improved in the domain: An Expert Teaching Team.
- The school has displayed creativity in aligning its human resources to facilitate the school improvement agenda. Coaching, mentoring, behaviour intervention and targeted student intervention have all become possible through the unique re-allocation of flexible staffing and allocation of roles and responsibilities to key staff members.
- There is a strong sense of commitment demonstrated by staff members and parents to the school improvement agenda.
- Relationships are on the whole quite respectful and positive between staff members, students and parents.
- School Tool Boxes have been implemented for identified learning support, Indigenous and behaviour students. The Tool Box provides a detailed profile, action plan, learning goals, feedback and student learning activities for identified students that are used extensively by the class teacher, teacher aides and support staff members.

Affirmations:
- A current school curriculum plan and pedagogical framework are documents that are known and engaged with by staff members.
- The school has an effective induction program for new teaching staff ensuring that major school initiatives, policies and procedures are understood and actioned.
- A number of ongoing partnerships with Emerald SHS have been established to ensure the effective transition of senior primary students to Junior Secondary. Activities between the schools have included, moderation of work samples, teaching staff swaps, student visits and parent information nights.

Recommendations:
- Implement a school process of horizontal and vertical moderation for key assessment items and levels of achievement to be entered on report cards. Consider inviting cluster schools to moderation activities.
- Create a school policy and procedure for the giving of feedback to students to assist in improving their academic ability.
- Expand on the current range of activities and opportunities that engage high achieving students further with the curriculum and improve the results they achieve. Consider the design and implementation of a Gifted & Talented school policy and procedure.
- Review the current pedagogical framework and school learning area policy and procedure for alignment and possible amalgamation.
- Clearly articulate the explicit improvement agenda to staff members and the school community, through staff meetings, newsletters, the school’s website and at public events.
- Continue to revisit the school curriculum plan and pedagogical framework and ensure staff members are engaging with and effectively using the documents to plan, implement and assess quality teaching and learning episodes.
- Commence actioning the coaching, mentoring and supervision of teaching practice activities to compliment the good work already being done, as reflected in the Developing Performance Framework (DPF).