Background:
Rainworth SS is located in the Metropolitan education region. The current, P – 7, enrolment is 510 students. The Principal, Mr Adam Mathewson was appointed in 2012.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in the domains A Culture that Promotes Learning and An Expert Teaching Team.
- The school community expresses a strong sense of belonging and pride in the school along, with an optimistic belief that further school improvement is possible.
- Shared high expectations for academic success provide a strong foundation for effective teaching and positive learning outcomes.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of staff as a coherent school wide teaching team focused on improving student learning outcomes.
- Classroom profiling of teaching micro skills is a valued evidence based practice used to facilitate teacher self-reflection and collegial sharing.
- Parents take a genuine and close interest in their child’s education and actively participate in a range of school activities.

Affirmations:
- The Head of Curriculum (HOC) provides collegial support to individual teachers and teaching teams while ensuring the school has a coherent, sequenced plan for curriculum delivery.
- The Learning Enhancement Team coordinate targets, human resource deployment and negotiated intervention programs that cater for the differential learning needs of targeted students.
- The Gifted Education Mentor (GEM) coordinates an extensive range of extension programs.
- Teachers engage in cluster based Instructional Rounds which provide opportunities for year level teams to reflect on current practice and share understandings of effective pedagogical practices.
- Teachers routinely share assessment expectations with students, use criteria sheets when making judgements about student achievement and engage in informal moderation processes.
- The school provides opportunities and encourages teachers to take on leadership roles.
- Preparation processes have commenced regarding transition for Junior Secondary in 2015.

Recommendations:
- Systematically embed initiatives associated with the current improvement agenda, while regularly monitoring their effectiveness in producing desired improvements in student learning.
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Structure regular data discussions where individual teachers can develop sophisticated data analysis skills, set individual student targets and use data as evidence of successful teaching.
- Refine and embed whole school research based teaching approaches in key learning areas (KLAs).
- Maximise Developing Performance Framework processes as the basis for professional discussions with staff members focusing on the school improvement agenda and developmental needs of individuals.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Strengthen current processes for the identification of measurable student learning goals through linkages to regular and timely feedback to students across all year levels.
- Further develop current coaching and feedback practices such that teachers welcome colleagues observing their teaching, discussing their work with them and providing developmental feedback.
- Enhance current differentiation processes that link the analysis of student assessment data with the clear identification of student’s strengths and concept skill gaps or misunderstandings.
- Progress current initiatives to enhance resources and staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.