Background:
Anakie SS is a co-educational school for students from diverse backgrounds in the sprawling rural and remote area of the Central Highlands’ Gemfields. The school's motto is ‘A Sound Mind in A Sound Body’. It has a current enrolment of 108 students from Prep to Year 7.

Commendations:
- Since the last Teaching and Learning Audit report in 2010 the school has made considerable progress in the developing and implementing a clear Explicit Improvement Agenda. The Principal and staff members have accepted personal responsibility for driving improvements in reading throughout the school. This includes clear school targets and timelines which have been communicated widely and are owned by staff members.
- There has been a significant improvement in the domain of the Analysis and Discussion of Data. There is evidence that the Principal views reliable, timely student data as essential to their effective leadership of the school.
- The Principal has ensured that data is used school wide through regular implementation and monitoring of the school improvement agenda for the improvement priority areas with all staff members.
- The tone of the school reflects a school wide commitment to purposeful, successful learning.
- The Principal and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The Principal explicitly promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. All teachers are using the Differentiation Cone to identify and support individual and group needs.

Affirmations:
- The Principal sees the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students. The teachers spoke highly of the ‘Walk a Day in My Shoes’ program particularly focusing on self-reflection of their own teaching practices.
- The school has implemented the Australian Curriculum in English, mathematics and science.
- Curriculum planning shows how the different needs of students are addressed through learning logs.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high.
- The school applies available resources to meet the identified student needs through structured support in classrooms by teacher aides and the Learning Support Teacher.

Recommendations:
- Develop and implement a whole of school pedagogical framework across key learning areas that ensures consistent alignment from Prep – Year 7.
- Continue to develop whole of school processes, which will support the Principal and teachers to visit classrooms, observe teaching and to provide feedback (mentoring and coaching) as part of a self-reflective culture, focused on improving classroom teaching.
- Develop the tracking of students’ learning and assessment tools in the key learning area of science.
- Continue to ensure teachers provide regular and timely feedback to students in forms that make clear what action individuals can take to make further learning progress.
- Continue to develop the process of assisting students to monitor their own learning and setting their own goals for future learning.
- Support teachers to develop a deep and sophisticated understanding and use of a range of data.
- Develop a whole school process of implementing higher order thinking skills across all key learning areas.