Recommendations:

- Since the previous Teaching and Learning Audit progress has been made in domains Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of School Resources, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The Principal and other members of the leadership team have a clear vision for the school and have a strong commitment to the explicit improvement agenda.
- The explicit improvement agenda with a focus on improved student outcomes by focusing on literacy, numeracy, attendance, Indigenous learners and post-school success for students has been clearly articulated throughout the school community and is articulated in the Annual Implementation Plan (AIP).
- The students speak highly of the administration, teachers and non-teaching staff in the school.
- Heads of Department (HODs) and teachers have worked hard to install the Australian Curriculum guided by Curriculum into the Classroom (C2C) resources, knowledge of the full range of students and sound professional judgement.
- The educational programs being offered by the Special Education Program (SEP) Unit, the Bulkairi Space, English as Second Language (ESL) Unit and the Independent Learning Centre (ILC) provide support for students, create aspirational learning environments for participating students and give the school status in the educational and local communities.
- The implementation of School Wide Positive Behaviour Support has been successful in creating a culture that enhances learning.
- The development of strong partnerships with the broader community to support refugee students, Pacific Islander and Indigenous students including families, business and other support agencies.

Affirmations:

- Teachers have implemented C2C units in English, mathematics, science and history and are constantly revising the curriculum to promote student engagement.
- School performance data from the Pat R test, NAPLAN, school reports and teacher anecdotal notes is informing the allocation of students to classes and the design of appropriate learning materials.
- Year 12 student outcomes are strong and provide evidence of focused teaching and monitoring.
- The professional development provided to the executive team is growing capacity in the team.
- The work of the A-Team and Dean of Students is providing valuable support to teachers.

Recommendations:

- Establish tight timelines and targets to ensure that the explicit improvement agenda can be rigorously actioned and progress at a classroom level can be monitored.
- Research and design a pedagogical framework to ensure a best fit with the school and the complexities that the student body presents.
- Ensure clarity about what students are expected to learn and be able to do; have high expectations of every student's learning; explicitly teach skills and content; individualise attention as determined by data analysis and provide feedback to guide student learning towards improved outcomes.
- Provide targeted professional development aimed at building the data literacy skills of all staff members. Focus the professional development sharply so that teachers become experts in the analysis of student data and being able to use this analysis to inform the teaching and learning cycle.
- Ensure that all teachers have the knowledge and skills to teach literacy and numeracy concepts within all subjects in all year levels. Specify what is required of all teachers and quality assure.
- Ensure that the enacted curriculum remains a focus for discussion among teachers.
- Develop processes to ensure that there is consistency of practice across the school with respect to teaching practices to improve writing and reading.