Background:
Bald Hills SS is an urban school located in northern Brisbane. The school has a population of 615 students P – 7, including 28 students supported by the Special Education Program (SEP). The last 18 months have seen numerous changes in the acting Deputy Principal and Head of Curriculum positions at the school.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Systematic Curriculum Delivery and Effective Teaching Practice. The Principal and other school leaders are to be commended for their strategic leadership of the local school improvement agenda.
- The explicit improvement agenda has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). ‘The Target’ is displayed across the school.
- The Principal and school leaders take personal and collective responsibility for building workforce capacity, working as a team, modelling life-long learning, and commitment to improving student outcomes. The school has based their pedagogical framework on McREL and there is clear evidence of the strategic development of consistent high yield teaching practice across the school.
- The Principal and other school leaders regularly visit classrooms. Teachers have participated in blocks of classroom walkthroughs which included staff feedback and discussion of aggregated data. Teachers talk positively about this reflective process to inform their teaching practice.
- The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history and have reflected on how best to address the curriculum requirements of multi-age classes. It is important for year level teams to reflect on unit completion and save the final version, with resources, to form a bank of adapted units for future school use.
- The school’s Responsible Behaviour Plan clearly identifies the School Wide Positive Behaviour Support processes in place across the school. The ‘Tree’ characters are consistently used and referred to across classes, in assembly, in newsletters and students can talk about their behaviour goals.
- Most teachers are documenting differentiation in their unit planning or on the differentiation planner for students requiring additional support.
- Some teachers are goal setting with students and provide regular written feedback in workbooks.

Recommendations:
- Continue the whole school implementation of the pedagogical framework, Classroom Instruction That Works. Teachers see the importance of consistent teaching practices across the school.
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Continue to support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Build the use of written timely feedback to guide student actions as a key element of the school’s push for improved teaching and learning. This written feedback to students then forms another data set to demonstrate distance travelled in student learning.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.