Background:
Caningeraba SS has 972 students and serves the suburbs of Burleigh Waters, Varsity Lakes and Miami on Queensland’s Gold Coast. The school has experienced considerable stability in student numbers and teaching staff over recent years. It has a strong special education program supporting 39 students with special learning needs. It is also well known for its gifted education program and a well-developed volunteers program which provides substantial support to classroom teachers.

Commendations:
• Since the previous audit the Principal and the school leadership team has developed and implemented a clearly defined and well communicated improvement agenda, which is seen as practical and achievable by staff members. As a result, a range of positive school wide practices have been implemented.
• The Principal and the leadership team have developed a clearly defined and well communicated improvement agenda, which is seen as practical and achievable by staff members.
• Smart Book profiles provided by the Head of Curriculum (HOC) and the Support Teacher Literacy and Numeracy (STLaN) to all year levels, have been highly successful in informing areas for focused teaching and are influencing practice in many classrooms.
• A strong collegial culture has been established with collaborative planning and sharing of resources occurring throughout all year levels.
• Teachers and curriculum leaders have an overt and shared commitment to the improvement of student learning informed by the extensive use of data and clearly defined targets.

Affirmations:
• Teachers have made a significant commitment in their own time to finalise curriculum planning and to share resources.
• Very high quality programs and initiatives have been developed to support students with high level special learning and support needs through the work of the Head of Special Education Services (HOSES) and the STLaN.
• A comprehensive Professional Development Plan is in place which is clearly linked the school’s improvement agenda.
• The work of the Numeracy Coach has provided a platform for a culture of professional sharing and teachers observing and reflecting on their teaching practices.

Recommendations:
• Develop a preferred pedagogical model to inform teaching and learning practices in the school.
• Continue to provide clarification of school based expectations in terms of teaching and learning practices, which will continue to build consistency of approach throughout the school, in all key learning areas over time.
• Develop a preferred process to provide formal feedback on teaching practices to all teachers and continue to develop the leadership team’s capacity to provide feedback and coaching.
• Develop a stronger emphasis on teacher feedback to students as an integral part of the learning process in all classrooms.
• Continue to share good practices through Sharing with Other Teachers (SWOT) process and link this to the school’s Developing Performance Framework process.
• Continue to build the skills of the teachers to routinely use student data to inform their teaching and differentiate learning opportunities for students.