Background:
Gladstone South SS is Prep - Year 7 primary school with 300 students and has provided education to students on the current site since 1945. The school is a Next Steps Focus School with the motto “Our Best Always”. The school has an Indigenous student population of approximately 18 per cent, many students with English as a second language (ESL), a Special Education Program (SEP) and a playgroup.

Commendations:
- The Principal and other school leaders have developed and are driving an agenda and detailed plan for improvement centred on reading. Improvements in reading are discussed with staff members and the school community.
- There has been considerable progress since the last audit particularly in the domains An Explicit Improvement Agenda, An Analysis and Discussion of Data and Systemic Curriculum Delivery.
- The leadership team including the Support Teacher Literacy and Numeracy (STLaN) has ensured that data is used school wide through regular implementation of data conversations with all staff members.
- A strong collegial and supportive culture has been established amongst staff members.
- The school has an induction program to support new teachers. This includes coaching, mentoring and feedback on their teaching practice.
- Students learning goals in reading are evident throughout the school.
- Support provisions for students with special needs is a feature of the school and applies available resources to meet these needs through structured support in a variety of settings including SEP, special needs and in class support.

Affirmations
- The School Wide Positive Behaviour Support (SWPBS) committee is working towards whole school revision and implementation of behaviour support strategies.
- Teaching staff members engage with cluster schools to plan and moderate Curriculum into the Classroom units (C2C) and assessment items.
- The school has developed and is implementing a Gifted and Talented Program.
- The school has developed and is implementing a writing program across the school.

Recommendations:
- Continue to support teachers to develop a deep and sophisticated understanding and use of a range of data and encourage teachers to use data on a regular basis to monitor the effectiveness of their teaching and to reflect on classroom and school practices. This includes teachers providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
- Continue the implementation of SWPBS to ensure that all staff members’ model and explicitly teach the behaviours that they wish students to demonstrate.
- Develop a Professional Learning Plan that reflects the individual and whole of school priorities for professional learning.
- Grow school processes enabling school leaders and teachers to visit classrooms and observe teaching. Allow staff members to learn from each other and to provide feedback as part of a self-reflective culture focused on improving classroom teaching.
- Enhance opportunities for teachers to have professional conversations around the vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building on to and extending learning in previous years. This should include a focus ensuring literacy, numeracy and higher order thinking skills are embedded across all curriculum areas and year levels.
- Further develop a school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know. Ensure teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided.

Date of Audit: 25-26 October 2012