Background:
Coorparoo SS is located in an inner city suburb of Brisbane. The school currently offers educational programs for students from Prep - Year 7. The school has in place an enrolment management plan with approximately 770 students currently in attendance. The school has very strong community links and is well known in the district for its warm, supportive school culture, high expectations and quality teaching and learning programs.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains An Expert teaching Team, Targeted Use of School Resources and Effective Teaching Practices.
- Be Safe, Be Organised, Be an Active Learner, Be Responsible (SOAR) has been effectively implemented across the school community with teachers, parents and students indicating that it has been effective in supporting strong expectations for consistent behaviour and has provided opportunities for the recognition of positive learning behaviours.
- A school culture strongly focused on the commitment to academic excellence is evident throughout the school.
- The Principal and leadership team regularly visits classrooms. Teachers have participated in a classroom observation by the Principal and leadership team which included written feedback.
- The building of teams across the school is assisting all teaching staff to shape their teaching knowledge and is assisting with the building of a school wide self-reflective culture.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback and had welcomed recent observations from visiting principals.
- Symphony of Teaching and Learning (SOTL) is being used as a framework to ensure greater student engagement through suggested adjustments to classroom pedagogy.
- Regular internal and external moderation is assisting teachers to build their professional knowledge and understanding of the Australian Curriculum.
- Regular data meetings between the leadership team and teachers are contributing to a better understanding of the curriculum requirements.
- The use of Question, Answer, and Response (QAR) to support reading comprehension across the school is well embedded in classroom practice.

Recommendations:
- Narrow and sharpen the explicit improvement agenda to focus on what are the most immediate priorities, including clear targets and timelines.
- Continue the work with the new pedagogical framework to inform and document the school’s position on the kinds of research based teaching practices you wish to see across the school to drive student improvement, as you have done in reading. Align this work to your professional develop plan for all staff members.
- Develop more specific targets to guide teacher’s differential support with goal setting to support student learning.
- Continue to build teachers’ capacity to improve classroom teaching by developing more sophisticated data literacy skills and teachers’ ability to take action and monitor the progress of students over shorter intervention cycles. Use the model already developed as part of the Maximising Achievement Program (MAP) to inform school wide processes that are aligned to the explicit improvement agenda.
- Continue to develop your model for explicit instruction and align this to your observation and feedback processes.