Executive Summary – Gleneagle SS
Date of Audit: 4 March 2013

Background:
Gleneagle SS is located in a rural setting, close to the township of Beaudesert. The school is staffed with a Principal and eight teachers.

Commendations:
- Since the last Teaching and Learning Audit the school has developed and implemented a school improvement agenda which has been effective to some extent in narrowing and sharpening the whole school’s attention on reading.
- The tone of the school reflects a school wide commitment to purposeful, successful learning and the school community actively supports the Principal and staff members.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.
- The physical spaces and technology are used effectively to maximise student learning.

Affirmations:
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their child’s learning.
- All teachers are developing and recording individual learning goals for students to ensure progress with learning.
- Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems.
- Staff morale is generally high.

Recommendations:
- Set targets for improvement which are clear and ensure they are accompanied by timelines.
- Provide professional development to build Principal and teachers’ data literacy skills to enhance the analysis and interpretation of data.
- Develop a school wide process to identify student learning needs and apply available resources to meet those needs.
- Continue with plans to implement an explicit pedagogical framework that informs everyday teaching practice in the school.
- Place a high priority on the ongoing professional learning of all staff members and on the development of a school wide, self-reflective culture focused on improving classroom teaching.
- Continue to develop a school wide process for differentiation and implement planning requirements, to ensure consistency of planning and adjustments, for student’s differentiated learning by all teaching staff.