Background:
Birkdale South SS is considered by parents and local organisations as the focal point of the local community. It is located 20 kilometres from Brisbane CBD. It caters for the learning needs of 599 students for Prep – Year 7. Current Principal Craig Douglas was appointed at the beginning of 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of, Differentiated Classroom Learning, Effective Teaching Practices and Systematic Curriculum Delivery.
- The school has developed and is implementing a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments to inform future teaching.
- There is a shared understanding of curriculum expectations and pedagogical practices for the teaching of reading.
- Teaching practices reflect the belief that although students are at different stages in their learning and maybe progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities.

Affirmations:
- There is an explicit, coherent and sequenced plan for the curriculum delivery across the school which makes clear what (and when) teachers should teach and students should learn.
- The school accesses and uses resources beyond the school including partnerships with other schools and organisations to ensure the learning needs of the individual students are being met.
- Opportunities are provided for learning environments outside the school through the use of Information Communication Technology (ICT).
- Through feedback, teachers assist students in monitoring their learning and setting goals for future learning.
- Staff members are deployed in ways that best address the learning needs of students in the school, harnessing staff expertise and interests.
- Teachers express that they are open to observing each other teach and giving and receiving constructive feedback.
- Multiple means of representation, engagement and expression are evident in classrooms.
- The school’s Responsible Behaviour Plan has recently been reviewed and approved by the school community.
- Planning is evident for key staff members to access research-based training to inform teaching practice throughout the school.

Recommendations:
- Narrow and sharpen the explicit improvement agenda to include clear targets and timelines and associated professional development.
- Embed the strategies as articulated in the Responsible Behaviour Plan for Students to ensure consistency of responses to and consequences for inappropriate student behaviour.
- Refine written communication with parents to ensure that it provides what progress has been made over time and what parents might do to support their children’s further 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.