Background:
Yugumbir SS is a large primary school located in Logan City, within the South East education region. The school has been offering learning opportunities to the community since 1986 and has a current enrolment of 1165 students. The Acting Principal, Tony Maksoud, was appointed in 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, considerable work by the school has led to improvements in a number of domains, in particular: A Targeted Use of School Resources; and A Culture that Promotes Learning.
- The Acting Principal has led a curriculum renewal process which has transformed the role of curriculum leadership in the school. Members of the Leadership Team have described this as a move from management responsibilities to leadership opportunities for school improvement.
- The Developing Performance Plans for members of the Leadership Team have been revised to reflect the new curriculum leadership roles and responsibilities.
- The new intervention model in the school clearly focuses its resources on the importance of the classroom teacher’s capability to deliver the first wave of intervention support at the classroom level.
- Booster programs have been offered to students before school to support their learning needs.
- Teaching staff have been introduced to the Hattie research on the importance of feedback and the notion of measuring effect size as an outcome of the effectiveness of teaching and learning strategies.
- A suite of Pre-Prep programs are offered to students and parents to enhance school readiness.

Affirmations:
- Classroom teachers have been provided with leadership opportunities outside the classroom through the introduction of intervention teachers.
- Intervention teachers have been trained in providing coaching and feedback to teaching staff. The work of the Special Education team is to be highly commended.
- Teacher Aides have been trained in a range of literacy support strategies and time allocations to classes are based on need as established by intervention and classroom teachers.
- The school has an ongoing working relationship with local high schools regarding the transition of students to Junior Secondary. Activities between the schools have included information nights, days of excellence and transition planning for special education students.

Recommendations:
- Review whole school curriculum planning, moderation and assessment processes as a matter of urgency, in order to enhance the horizontal and vertical alignment of curriculum planning and delivery.
- Revisit teacher expectations in relation to the delivery of the school’s curriculum and pedagogical frameworks and supervise their implementation to establish consistency of curriculum intent and delivery across the school. Confirm the school’s signature programs are used as part of this process and support their consistent school wide implementation.
- Continue to develop staff members’ capability through the alignment of focus on ongoing professional development, the school’s new coaching model and the implementation of Professional Learning Plans related to the Developing Performance Framework (DPF) process.
- Continue to provide verbal and written feedback to teaching staff on the delivery of whole school programs highlighted in the school’s curriculum and pedagogical frameworks.
- Further develop teaching staff's understanding and skills in relation to analysing student data and differentiating teaching and learning for the full range of learners.
- Continue to develop strategies for giving feedback to students on their learning as part of the ongoing rollout of the pedagogical framework.
- Consider the enhanced use of the OneSchool data capture to allow teaching staff to become more independent in monitoring student learning. Develop staff members’ knowledge of the class dashboard in relation to accessing available data.