Background:
Beaudesert SS is located in the growth corridor between Brisbane and the Gold Coast, within the South East education region. The school has a current enrolment of approximately 730 students, of which 56 students are supported by the Special Education Unit (SEU) and 94 students are Indigenous. The Acting Principal, Mike Meier was appointed to the position in 2014.

Commendations:
- Since the previous Teaching and Learning Audit, there has been significant improvement in the domains: An Explicit Improvement Agenda, Targeted Use of Resources and Systematic Curriculum Delivery.
- A very strong sense of collegiality and trust is evident across the school. Teaching and non-teaching staff are very supportive of each other and take a close professional interest in each others' work.
- There has been rigorous leadership of literacy teaching across the school. The Head of Curriculum (HOC) and Support Teacher Literacy and Numeracy (STLaN) have both provided highly significant levels of support for all teachers in the implementation of the school’s reading and spelling frameworks.
- Teaching staff have demonstrated a high level of support for the direction that has been set around the teaching of literacy.
- Resourcing, both financial and human, has been effective and supports the improvement strategy. Teaching staff and teacher aides are empowered to deliver an appropriate agenda around literacy.
- Leaders have worked well to identify the key pedagogies in the agreed practices for Literacy teaching across the school.
- Innovative programs have been established to support students whose reading development may be limited by external environmental factors. For example, the Early Morning Reading Program provides substantial levels of support for students who may not have opportunities to read at home.

Affirmations:
- A coherent and sequential curriculum plan is in place and provides a reference point for teachers to plan and deliver the Australian Curriculum.
- Individual differentiation plans have been developed for some students in classrooms. These focus on supporting students who are under-achieving and those who are identified as high achievers.
- The school is implementing the Department’s Developing Performance Framework (DPF).
- The school is focused on preparing Years 6 and 7 students for transition to Junior Secondary through the nurturing of a strong relationship with Beaudesert SHS. This includes Days of Excellence for Years 5, 6 and 7 students, Information Nights for parents and a very detailed Transition Program.

Recommendations:
- Continue to review the explicit improvement agenda and consider incorporating clearly articulated plans to develop a consistent approach to teaching mathematics and to improve student attendance.
- Establish a clear Pedagogical Framework aimed at deepening understanding of The Art and Science of Teaching (ASoT). Consolidate understanding of agreed practices and broaden to include the pedagogies associated with all subjects.
- Provide professional development in collegial coaching for identified staff members and work towards a formal model of coaching in the school.
- Continue to refine data sets and consolidate processes whereby teachers regularly analyse and interpret behaviour, academic and attendance data.
- Continue to refine approaches to goal setting for students to ensure workable and meaningful processes are in place across the school.
- Develop Individual Curriculum Plans for students as appropriate.
- Monitor the level of academic challenge for students and reflect on how higher performing students are stretched in their learning. Consolidate differentiation practices to ensure all students are engaged and challenged in learning appropriately.
- Continue to develop innovative strategies to improve student attendance, consider how partnerships with the community can be exploited. Engage students in understanding why attendance is critical for success at school.