Background:
Carole Park SS is located in southwest Brisbane. The school is a Low Socio-Economic National Partnership School that caters for the learning needs of a diverse student population of 220. Current Principal Wendy Hoskin was appointed in 2010.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, Targeted Use of Resources, A Culture That Promotes Learning, Systematic Curriculum Delivery and Effective Teaching Practices.
- Consistent adherence to School Wide Positive Behaviour Support provides a platform upon which productive learning occurs in classrooms.
- The recognition and response team have identified and responded to the social and emotional needs of students by implementing tailored programs.
- The school has a clear focus on numeracy and literacy blocks which have been embedded in each classroom timetable three times per week.
- Teacher aides are well-trained and deployed as paraprofessionals to work directly with students.

Affirmations:
- Teachers expressed that they were open to observing each other teach and to giving and receiving constructive feedback.
- The Head of Curriculum (HOC) facilitates the active participation of staff members in the collaborative design of school curriculum documentation.
- The pedagogical framework and curriculum plan are well organised and available to all staff members electronically through OneNote.
- The social and emotional needs of students have been identified and addressed through a range of interrelated programs and activities, for example, Stephanie Alexander Kitchen Garden, recognition of culture, links with community organisations, art therapy sessions and options program.
- An alternative learning class has been developed to re-engage students in regular classrooms.
- Early years students are provided with specific intervention programs to address any identified oral language deficits.
- Teachers utilise the adjustment and modification checklist to assist in the identification of appropriate differentiation strategies.
- A pre-prep school readiness program is offered in Semester 2, to assist children in the transition from home to school.

Recommendations:
- Narrow and sharpen the explicit improvement agenda to focus on what are determined to be the most immediate priorities including clear targets and timelines. Incorporate clear strategies, associated professional development requirements, budget implications and monitoring processes. Communicate the agenda to the school community and celebrate progress as targets are attained.
- Clarify school wide teaching strategies for key learning areas (KLAs) and provide systematic professional development to all teachers and paraprofessionals. Incorporate formal observations and written feedback by the Principal to ensure consistency of practices within the school.
- Build on the collegial culture and individual teaching skills within the school to embed formal mentoring and coaching, to enhance and refine the teaching practices.
- Develop and embed standard practices for providing feedback to students. Annotate student work to recognise attainment and identify future learning goals.
- Provide professional development aimed at building staff members’ data literacy skills. Utilise diagnostic instruments to identify specific gaps in student learning and understanding and tailor intervention accordingly.