Background:
Highland Reserve SS is located towards the northern end of the Gold Coast, within the South East education region. The school was established in 2009 and currently has an enrolment of 770 students from Prep – Year 7. The Acting Principal, Andrew Cummings, has been in the position since 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2011 there has been improvements made in domains: An Explicit Improvement Agenda; and An Expert Teaching Team.
- The Leadership Team have developed a suite of processes to enhance the school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances and is aligned with state wide improvement priorities.
- School leaders have developed a pedagogical rubric to build a school wide, self-reflective culture focused on improving their teaching. The process engages teaching staff in a process to identify improvement practices, as well as, seeking feedback from colleagues.
- The strategic design of the professional learning team, team coordinators and curriculum committees has strengthened the focus and direction of building on the assets of the whole school.
- The culture of the school is very positive with students and parents speaking fondly of caring teachers in a caring school.

Affirmations:
- The school is working with local high schools to support the transition of Year 6 and 7 students into Junior Secondary. Class teachers are providing timetabled specialist lesson transitions.
- Staff members have Personal Development Plans aligned to the Developing Performance Framework (DPF).
- Individual student learning goals are communicated and displayed in most classrooms.

Recommendations:
- Develop and document the roles and responsibilities of the Leadership Team to support the processes for building teacher capacity and skills. Clarity around what coaching, mentoring, instructional visits and walkthroughs are will ensure a rigorous understanding of best practice.
- Build on the pedagogical rubric to commence an instructional visit process whereby the Principal and Deputy Principal observe and provide written and verbal feedback.
- Implement formal meeting processes for curriculum leaders and teachers to have regular conversations about teaching and learning with relevant data.
- Revise the current school Curriculum Plans and develop a plan that provides clarity around the Year level expectations for every subject from the Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA).
- Review the varied practices of curriculum planning to develop whole school structures and systems to support the development of units of work. Align the roles and responsibilities to quality assure that a common language and approach to meet the requirements of Australian Curriculum.
- Further develop teacher’s capacity to include differentiation within the unit plans and respond to students learning within their weekly and daily planning.
- Further develop the whole school approach to embed the teaching of reading to ensure consistency of language and practice.
- Enhance students’ engagement and purpose for completing tasks; ensure teaching staff give regular written feedback that is meaningful and manageable.
- Explore a higher order thinking framework that aligns with the schools pedagogical framework. Include this in planning and the Professional Learning Plan.