Background:
The Arundel SS was established in 1994. The school serves the areas of Arundel and Parkwood on the northern Gold Coast. There are 1052 students in 43 classes from Prep - Year 7. The school has a progressive curriculum program, based on the National Curriculum, tailored to meet the needs of students. A Special Education unit servicing 65 students is an integral part of the campus.

Commendations:
• Since the previous Teaching and Learning Audit in 2010, significant improvement has been made in all eight domains.
• The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school’s attention on core learning priorities. There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible.
• The Principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school’s improvement agenda. The project implemented by Year 6 called Cognitive Diagnostic Assessment Tasks (CDAT) is to be applauded.
• High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students. Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
• The Principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school wide solutions for addressing those needs.

Affirmations:
• The strong leadership that is evident in the school, through the Principal and the leadership team, is appreciated and respected by the school community. There is an instructional leadership model implemented by the leadership team, where they meet with teachers and visit classrooms to monitor teaching and learning practices.
• School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. In some classrooms there is the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps and misunderstandings.
• The creative use of support staff to provide intervention to at risk students is appreciated by teaching staff.
• The introduction of mentoring practices is developing teacher skills and knowledge and improving pedagogical practice.
• The school’s parent engagement initiatives including, The Incredible Years, Ready Readers and 1, 2, 3 Magic, support the school's priority in this area.

Recommendations:
• Clarify and align pedagogical practices expected for teaching and learning across the whole school. This will enhance the quality teaching already in place and support and bring more clarity to ‘the how’ of teaching and learning at Arundel SS. Monitor the implementation of these practices by school leaders extending their involvement in classrooms across the whole school.
• Model and empower teachers to build their data literacy skills to take responsibility for the changes required in their teaching practice. Empower teachers to use data on a regular basis to monitor the effectiveness of their own efforts. Use data to enhance the work commenced in differentiation to
identify appropriate starting points for teaching and to personalise teaching and learning activities for students.

- Expand school processes enabling school leaders and teachers to visit classrooms and observe teaching. This will allow staff members to learn from each other and to provide feedback as part of a self-reflective culture focused on improving classroom teaching. Further enhance this by extending the coaching and mentoring program through harnessing the potential of senior school leaders.
- Continue to build a culture that ensures a strong alignment between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.