Background:
Undurba SS, Prep – Year 6, is located in the Brisbane suburb of Murrumba Downs in the North Coast education region. The school has an enrolment of 1000 students. The Principal, Ms Kerri Jones, was appointed in 2010.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant improvement in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources, Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The Principal and other members of the leadership team have provided strong leadership based on research and focusing on improved student outcomes.
- The Principal is providing strong and effective instructional leadership in the school and is highly regarded by members of staff and the school community.
- Goal setting by all students in relation to numeracy and behaviour has been adopted throughout the school and students can speak about the importance of goals and how to achieve them.
- The Principal and Deputy Principals undertake lesson observations through walkthroughs and written feedback is provided to teachers in relation to their pedagogy.
- The school has consciously developed a strong school identity which is highly respected in the local community. Liaison with the local state secondary college is preparing students for Junior Secondary.

Affirmations:
- The team approach evident in year level meetings and sector meetings is clearly providing momentum to move the school forward in relation to curriculum development, effective teaching and behaviour management.
- The supervision of the enacted curriculum is effective and ensures that teachers are delivering the required Australian Curriculum to students.
- School planning documents are clear and thorough and provide a strong base and reference point for school improvement.
- The use of a wide range of class data by teachers is providing a focus for teacher planning and some differentiation for students.
- The work that has been undertaken in the design of the school’s Pedagogical Framework is significant and further development is planned.
- The school has developed an innovative approach to Developing Performance Plans for teachers.

Recommendations:
- Review the classroom routines and learning routines being used by all teachers with a view to increased consistency of practice and using these routines to further enable the adoption and embedding of effective differentiation practices, including those for high achieving students.
- Continue the significantly developed classroom observational practices with a view to embedding formal observations and feedback by the Principal, other members of the leadership team and peer teachers into the school learning culture.
- Investigate ways of further engaging parents as effective partners in the teaching/learning process.
- Continue to enhance school community participation and involvement in the development of strategic directions of the school.
- Continue to refine the school’s Pedagogical Framework and ensure that it is embedded into all classrooms. Use it as a reflection tool when undertaking Performance Development Plans.
- Review the use of student data with a view to quality assuring current practices and to install short cycle data systems effectively into the routine practice of all teachers.
- Quality assure the use of goal setting by students through the inclusion of targets and effective strategies in the classroom processes of all teachers.