Background:
Yeronga SS offers programs for over 500 students in Prep - Year 7. This comprises 28 per cent of students, formally identified as having English as a second language coming from 16 different countries. High quality learning support and extension programs are offered to these students. Yeronga SS is a school of choice for many families due to its high academic expectations and cultural inclusivity. The school has a very proud reputation as a school of excellence, achieving excellent results against national benchmarks and is also well known for its highly supportive social justice programs.

Commendations:
- The Principal and other school leaders have set a clear improvement agenda which is understood by parents and teachers. There is clear evidence of this agenda in terms of enhanced teaching practices in most classrooms.
- The school community have an expectation that every student will learn and achieve positive outcomes. Classrooms are calm and engaging with little or no interruptions to teaching time. Children are focused and willing to learn. 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.
- Teachers and leaders are committed to identifying and implementing incremental improvement in pedagogical practices to take Yeronga SS to the next level. This has led to a significant shift in the school profile in most of the domains of the audit instrument since the last audit; but in particular, Differentiated Classroom Learning, Systematic Curriculum Delivery, and the School Improvement Agenda.
- The Principal and other school leaders have given a very high priority to understanding and addressing the special 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.
- A range of initiatives are being implemented to make effective use of available resources to enhance teaching and learning and a wide range of specific learning needs are catered for very effectively. The school deploys staff members in ways that make best use of their expertise. Learning Support Programs and coaching support for teachers in both literacy and the Smart Classroom initiative, are highly valued by teachers.

Affirmations:
- The Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students. The horizontal and vertical alignment of curriculum planning and the development of consistency of practice underpin many new initiatives.
- Teachers are successfully implementing Curriculum to Classroom (C2C) units in all classrooms, supported by the introduction of ‘in school time’ collaborative planning and moderation. This has assisted teachers to be well placed in the implementation of the Australian Curriculum.
- There is school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement.
- The introduction of behavioural goals for students has sharpened the expectations of both staff members and students in dealing with behavioural issues. This has also helped cement community expectations in this regard.

Recommendations:
- Continue to align curriculum delivery through collaborative planning, moderation, supervision and feedback. Ensure specialists support programs not only offer focussed support for student learning but build classroom teacher capacity and capability to differentiate learning. Continue to refine the
alignment and cohesion of the leadership team’s work, in terms of instructional leadership and communication of strategic direction of the school’s improvement agenda.

- Continue to build a feedback culture in the school which provides reflection for teachers on their classroom practice and feedback to student on their learning. Formalise whole of school processes and strategies which will help achieve this.
- Increase opportunities for peer mentoring and coaching and build on the good work of the Literacy Coach through the involvement of other members of the curriculum leadership team.
- Clarify, align and document the ‘Yeronga Way’ of preferred pedagogical practices, expected for teaching and learning across the whole school. Ensure a balance of school based action research, exploration of successful approaches by other schools and evidence based research in formulating the school's preferred position. This will enhance the quality teaching already in place and provide more clarity and consistency regarding ‘the how’ of teaching and learning at Yeronga SS. Monitor the implementation of these practices through self-reflection, observation and feedback.
- Continue to build on partnerships with local primary and high schools, to support the enrichment and extension programs and build stronger learning pathways to feeder high schools.
- Further develop differentiation, by ensuring all teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided. This will enhance a whole school approach to improving student achievement.