Background:
Humpybong SS, located at Margate, is one of the oldest schools in the Greater Brisbane area. The school has a population of 778 students including 61 Indigenous students and 61 Students with Disability (SWD). The Acting Principal, Mr John Clegg, has been at the school since the beginning of 2013.

Commendations:
- Since the previous Teaching and Learning Audit there has been progress made in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data and Targeted Use of School Resources.
- The school has developed a detailed agenda for improvement that resonates with staff members and is communicated through a variety of localised formats to the community.
- The Principal, other school leaders and staff members have systematically collected data on student outcomes and through analysis considered overall school performance and performances of students.
- A strong culture of collegiality exists in the school with a shared commitment to improvement of teaching and learning.
- Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the holistic needs of each student.

Affirmations:
- Reinvigoration of the teacher induction program centred on the introduction of a staff handbook.
- Focus on improving school performance in the upper two bands of achievement including future identification and implementation of a higher order thinking strategy across all year levels.
- Densities of leadership through the establishment of Year Level Coordinators that will be further enhanced through the development of position descriptions and the clear articulation of their leadership roles.
- Demonstrated commitment to the development of specific learning goals for every student, linked with feedback on achievement and strategies for improvement.
- Research and professional development invested into supporting the whole school approach to the Art and Science of Teaching (ASoT).

Recommendations:
- Continue to sharpen and narrow the improvement agenda through the development of an annual one page overview that is aligned with the Annual Implementation Plan (AIP), Pedagogical Framework and Professional Learning Plan.
- Enact a Junior Secondary Action Plan outlining key curriculum and pedagogical practices that will enhance the readiness of Year 6 and Year 7 students’ transition to High School.
- Ensure the implementation of the required curriculum as detailed in the Australian Curriculum and the P - 12 Curriculum Framework and supervise its implementation across all year levels and subject areas.
- Implement a process to identify and build the capacity of expert teachers and create structured modelling and coaching opportunities for targeted staff members.
- Implement a structured agenda format aligned with school priorities for all school meetings.
- Align Developing Performance Framework with structured classroom observations and formalised feedback to enhance teacher reflection of practice.