BACKGROUND:
Cleveland District SHS is situated in the Redlands district, approximately 28 kilometres south of Brisbane. The school is a Flying Start pilot school and has enrolled Year 7 students since 2013. Cleveland District SHS is an Independent Public School (IPS) with a current enrolment of 1712 students.

COMMENDATIONS:
- Since the previous Teaching and Learning Audit there has been an improvement in the domains of: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team and Systematic Curriculum Delivery and a significant improvement in Effective Teaching Practices.
- The implementation of a common pedagogical framework, based on the Dimensions of Learning has ensured the development of highly effective teaching practices. Teachers are committed to the continuous improvement of their teaching methods. This is supported by their participation in a process of collegial observation and feedback.
- The school has formed very strong relationships with its primary school cluster which has contributed to the successful transition to Junior Secondary. Professional development is also provided through hosting the Bayside Excellence in Teaching Association.
- Very strong structural differentiation is provided through a range of programs to extend and motivate high achieving students, for example, extension languages, creative arts and sports excellence.
- The Principal and administration team provide strong strategic leadership and direction to the school community.

AFFIRMATIONS:
- The implementation of a literacy and numeracy improvement strategy has contributed to enhanced student outcomes.
- Staff collegiality is very strong and there is a happy, optimistic feel to the school.
- The Bayside Sports Academy provides opportunities for students to develop their sporting abilities and career pathways in football, touch and volleyball.
- The Language Centre provides excellence in language education in Chinese, French and Japanese.
- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school’s Professional Learning Plan.
- The focus upon global education ensures cultural diversity is celebrated and embraced by students and staff members.

RECOMMENDATIONS:
- Continue to expand and develop the use of data placemats to inform the starting point for teaching. Incorporate and align strategies for differentiation to ensure teaching is individualised and personalised for all students and documented in planning.
- Narrow and sharpen the school’s strategic agenda to ensure a focus upon the core priorities. Review line management structures to align with the school’s improvement agenda.
- Provide professional development to further develop teacher skills in analysing and interpreting data to reflect a sophisticated understanding of data concepts. Consider the implementation of a central storage system for all student data.
- Continue to embed Dimensions of Learning into units of work and document these strategies into unit and lesson planning.
- Enhance the current observation and feedback procedure through the implementation of a formalised coaching process to align with each teacher’s developing performance plan.
- Continue to develop consistent expectations that provide clarity to students and teachers, for example, bookwork policy, unit plans, assessment task sheets, moderation processes, A level exemplars, feedback and course outlines.