Background:
Whites Hill SC is located in spacious grounds approximately eight kilometres south of the Brisbane CBD. The college is a co-educational Prep - Year 12 school with an enrolment in 2012 of approximately 700 students. There are two semi-autonomous sub-schools within the college and both are located on the one campus. Current principal Mr Paul Robertson was appointed in January 2012.

Commendations:
- Significant work has taken place on developing the school improvement agenda since the last Teaching and Learning Audit. This agenda is clear, well communicated and is being driven into action using well developed and aligned planning.
- The college has advanced its curriculum delivery since the last Teaching and Learning Audit through strong coordination and effective teacher collaboration in the development and review of units of work in the new Australian Curriculum areas and the introduction of a common planning template across the college.
- Since the previous last Teaching and Learning Audit significant progress has been made in developing a data culture throughout the school. Regular conversations about student data now occur between school leaders and teachers. Teachers routinely access and use data about students and use this to inform their teaching practices.
- Since the last Teaching and Learning Audit, the college has engaged with and has begun to implement the Art and Science of Teaching (ASOT) pedagogical framework. ASOT supplies a common language of teaching that has begun to inform everyday standards of teaching practice at the college and supports pedagogical growth and change from Prep – Year 12.

Affirmations:
- In the junior school, resources are targeted for each classroom to ensure teaching and learning is focussed on the five aspects of reading. Explicit teaching and group work are elements of this focus. Teachers are using data placemats to ability group students and address learning needs. The Prep Army Reading program is an excellent example of how the school is supporting and improving reading outcomes for students.
- The Asia Links program provides opportunities for Asian language studies and a focus on the Asian region in the curriculum as well as business and educational links with the wider community.
- There are some excellent differentiated teaching practices and programs evident in the college.
- The college is working more closely with and improving links with feeder primary schools and kindergartens.
- There is clear and comprehensive tracking and support for Years 10, 11 and 12 students to achieve meaningful and successful pathways.

Recommendations:
- Continue the development of evidence-based teaching practices through the implementation of the ASOT pedagogical framework to bring alignment in teaching practices across the whole college. Support this with professional development, formal mentoring and coaching arrangements characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Continue to provide ongoing professional learning of all staff members and the development of a self-reflective culture focused on improving classroom learning and changing classroom practice that delivers improved outcomes for students. A key strategy for achieving this goal is the implementation of formal coaching and mentoring programs which feature teachers visiting each other’s classrooms and learning from each and professional conversations that take place in formal and informal settings. Also ensure that there is a documented Professional Learning Plan which
aligns the school improvement agenda, the Developing Performance Framework and the coaching and mentoring arrangements.

- Further develop teachers’ skills in the routine and purposeful use of data so that they are self-reflective of their efforts in improving their teaching, they take responsibility for their data and the changes in their practice required to achieve school targets and in driving differentiated classroom learning. Continue to build teachers’ and leaders’ data literacy skills to reflect a sophisticated understanding of data concepts.

- Continue to build a shared understanding of differentiation and ensure that it is a feature of every teacher’s classroom practice, characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for these different student needs using multiple means of representation, engagement and expression. Ensure that teachers consistently document these adjustments into their planning.

- Develop consistent standards of implementation across the whole college to build Prep - Year 12 alignment around a range of practices that give clarity about what students are expected to learn and be able to do; the practices that should be considered include timely and effective instructional feedback for students, goal setting with students, front ended assessment, assessment task sheets and conditions, ‘A’ level exemplars and curriculum outlines.

- Continue to build a learning environment characterized by high expectations, teacher accountability for student behaviour and outcomes and the engagement of students in challenging, meaningful learning in every classroom, through the consistent implementation, by all teachers of college standards of practice around student learning, management, behaviour and attendance.