Background:
Golden Beach SS is an Independent Public School (IPS) located in Caloundra on the Sunshine Coast, within the North Coast education region. The school was established in 1983 and has a current student population of approximately 689 students. The current Principal, Greg Ferdinands, was appointed to the position in 2007.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 there has been significant improvement in the domains: An Explicit Improvement Agenda, An Expert Teaching Team and Differentiated Classroom Learning.
- Numeracy has been identified as a key area for school improvement in 2014 and this has been well communicated to the school community.
- Some highly significant work has been done on developing and tracking learning goals, especially in the early phase of learning.
- The school resources a fabulous example of the Stephanie Alexander Kitchen Garden Program. This initiative provides significant opportunities for many students to engage in some learning about food sources and food production.
- The collegial team structure that has been established ensures that significant potential exists for teachers to engage in conversation about their practice.
- Human resourcing is highly effective and teachers welcome the fact that significant assistance is provided in the classrooms to support all students in their learning.

Affirmations:
- An effective curriculum plan is in place and this provides a reference point for teachers when planning classroom activities. This is complemented by a detailed assessment schedule that is well supervised by the Head of Curriculum.
- A knowledgeable team has been established to assist teachers in reflecting on their teaching practices in mathematics. This team has begun to provide some professional development for teachers across the school.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- The school is implementing The Art and Science of Teaching (ASoT) as a pedagogical framework.
- There has been an improvement in attendance rates during 2014.
- Extensive planning has been undertaken in preparation for the Years 6 and 7 students’ transition to Junior Secondary in 2015.

Recommendations:
- Identify clear and concise expectations for teaching practice and empower school leaders to supervise the delivery of these expectations in classrooms. Continue to strengthen understanding of ASoT.
- Engage teachers in collaborative conversation around quality teaching and learning and enable expert teachers to mentor and coach across the school as appropriate.
- Build on the capacity of each year level team to harness the quality teaching that occurs in some classrooms so that powerful practices are scaled across the school.
- Align the Developing Performance planning process with the explicit improvement agenda and the Australian Standards for Teachers and ensure that professional learning reflects systemic, school and individual teacher requirements.
- Build on the emerging culture of mentoring and coaching and look forward to how these can be formalised so that the professional capital of teachers can be grown.
- Negotiate with teaching staff the range of scope of professional and purposeful observations that will take place in the school and ensure effective feedback loops are developed with teachers.
- Develop greater capacity among teaching staff to analyse data to inform teaching and develop a consistent approach across year levels.