Background:
Mango Hill SS is located in North Brisbane and is an Independent Public School. Mango Hill SS was opened in 2012 and has a current enrolment of 405 Prep – Year 7 students. Tracey Egan is the school’s foundation Principal, having been appointed to the school in July 2011.

Commendations:
- This is Mango Hill SS’s initial Teaching and Learning Audit. The school is commended for very effective teaching and learning practices across all audit domains.
- There is a strong and optimistic commitment by staff members to the school improvement strategy and an expressed community confidence in the school leadership team.
- Staff members have a shared belief that systematically collected assessment data is crucial to the monitoring of student achievement and their continuous improvement.
- School Wide Positive Behaviour Support (SWPBS) and associated whole school processes have effectively established a strong platform for effective teaching and learning.
- The school is driven by a deep belief that every student is capable of successful learning and the importance of positive and caring relationships between staff members, students and parents.
- Valued processes are in place to facilitate a school wide culture of continuous professional improvement, featuring shared expectations, coaching and feedback processes.
- Time is set aside for focused staff discussions (for example, shared data analysis, monitoring meetings, professional dialogues) to enhance pedagogy and inform differentiated learning for students.

Affirmations:
- Targeted human resource deployment maximises student learning and effective teaching in reading and mathematics. The skilled contribution of teacher aides is highly valued.
- Collaborative planning processes result in year level curriculum and assessment plans that clearly document and make explicit what (and when) teachers should teach and assess.
- Collaboratively developed pedagogical Action Steps focus the teaching of reading, spelling, and mathematics to maximise student learning.
- A pedagogical framework is currently under development with staff members working to enact The Art and Science Of Teaching (ASOT). The intended outcome will be contextually appropriate instruction.
- School based and across school processes support teacher moderation of student assessment.
- Teachers routinely share assessment expectations with students and use pre-determined criteria sheets when making judgements about student achievement.
- Individual student goals guide and motivate students’ engagement and achievement in reading, mathematics and wellbeing.

Recommendations:
- Enhance the school’s explicit improvement agenda by the development and communication of whole school improvement targets and timelines.
- Continue to build sophisticated staff skills in the analysis, interpretation and use of student learning data across all elements of the school’s assessment and monitoring framework.
- Establish timely and meaningful student feedback structures that guide ongoing improvement.
- Progress current initiatives focused on the enhancement of staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.
- Continuously review the school curriculum plan to ensure horizontal and vertical alignment so there is continuity and progression of learning for students in multi-age classes.
- Consolidate and embed initiatives associated with the current improvement agenda while regularly monitoring their effectiveness in producing desired improvements in student learning.