Background:
Loganholme SS provides a safe, happy and positive school environment for over 500 students. The school strives to maximise student learning by providing academic, cultural and sporting activities throughout the year to engage and challenge students. The school is proud of its achievements and school members’ work together to create a school with a strong sense of identity.

Commendations:
- Since the last Teaching & Learning Audit Report in 2010, Loganholme SS has made considerable progress in developing and implementing a clear school improvement agenda. The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They have demonstrated a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the type of teaching they wish to see occurring. The work that is embedded across the school in differentiation with the surfboard strategy in reading, writing, maths and spelling is admirable.
- The school effectively implements its Responsible Behaviour Plan for students by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The proactive strategy, the behaviour zones, has been highly effective in creating a caring and learning environment in every classroom. The school has clear expectations of how students should behave and interact with each other. In each of the classrooms the students were actively engaged in learning.
- A strong collegial culture has been established. School leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.

Affirmations:
- The school has developed processes for identifying student learning needs and applies available resources to meet these needs through structured support in classrooms by teacher aides, the learning support teacher and the employment of a reading recovery teacher.
- The school leadership team is clearly committed to finding ways to improve student outcomes. They have analysed school performance data, met regularly with year level teams, are aware of trends in student achievement levels and are committed to every student’s success.
- The principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. The graduate students spoke highly of the induction program they received from the leadership team, particularly around the modelling of effective teaching practices.
- The school has a clearly documented whole school plan for curriculum delivery. The curriculum plan reflects a shared vision (principal, school leadership team, and teachers) for the school, and provides a context for delivering the required curriculum as detailed in the QCAR Framework.

Recommendations:
- Develop further the tracking of students’ learning and review assessment tools to ensure they meet the needs of the students. Progress the priority needed to give provision of professional development aimed at building teachers’ and leaders’ data skills. Build on this understanding so teachers throughout the school identify gaps in student learning, modify their teaching practices, provide feedback to students and monitor student improvement over time.
- Enhance the collegial culture through teachers having an overt and shared commitment to the improvement of teaching and openness to critique by colleagues. This enhancement will be reflected in teachers regularly inviting leaders and colleagues to visit their classrooms to observe their teaching and provide constructive feedback, engage in professional conversations and reflections with colleagues on effective teaching practices and organise, on their own initiative, observations of quality teaching practices with other highly skilled teachers.
- Embed clear and explicit targets and timelines in school programs and practices.
- Advance teaching practices to promote higher order thinking strategies.
- Provide opportunities at regular times for staff to celebrate successes in student learning.