Background:
Coolangatta SS is a primary school with a current student enrolment of 266, 13 per cent of whom are Indigenous students, with a further four per cent being students from non-English speaking backgrounds. The school is located on the southern end of the Gold Coast, adjacent to the New South Wales border. The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 931.

Commendations:
- Since the previous Teaching and Learning Audit, considerable work has been undertaken in developing staff skills in the use of OneSchool as both a central repository for student performance data as well as a planning tool for curriculum units. Data generated as a result of the whole school data plan is now recorded on OneSchool, making it available for all staff members and providing an ongoing cumulative record of student achievement.
- The school continues to work with multiple outside agencies to provide the best possible support and assistance for students of the school and their families when necessary. The complexity of this task is compounded by the school’s proximity to the New South Wales border with some students residing in that state and attending Coolangatta SS.
- The school is developing processes to encourage and enhance collegial networks across the school, including collaborative planning, moderation and the Watching Others Work program, which is designed for teachers to share their teaching practices.
- The school effectively manages any discretionary funds to ensure human and physical resources are provided to support student learning.

Affirmations:
- The physical environment is attractive and welcoming. Staff members speak very highly of the work of the school groundsman in maintaining the beautiful appearance of the school.
- Individual goal setting for students is being trialled in a number of classrooms, with teachers beginning to develop processes for this to become a feature of their practice.
- All teachers are developing their data literacy skills and are making greater use of student performance data in their planning of curriculum units. The use of a variety of data is becoming an essential element of their planning and is reviewed and updated regularly.
- A strong collegial culture is emerging in the school.

Recommendations:
- Review the school’s Responsible Behaviour Plan and communicate clear expectations for student behaviour to all members of the school community. Work with staff members to develop an understanding of, and commitment to, the philosophy underlying the plan and the processes that support it.
- Review and refine the school pedagogical framework to articulate clear and well-known positions on the kinds of teaching that will be evident in all classrooms, in each of the key learning areas. This will then provide a focus for the implementation of coaching and feedback processes to enhance teaching practice in all classrooms.
- Develop, document and implement a formal position and processes in relation to coaching, mentoring and feedback in the school.
- Review induction processes and documentation to ensure all incoming teachers are fully aware of the school’s expectations and operations.
- Coordinate the efforts of teachers with regards to the development of individual student learning goals to ensure a consistent school wide approach to the development and implementation of this initiative.