Background:
Brighton SS is located in the northern beaches of Brisbane in the Metropolitan education region. The P – 7 school has a current enrolment of approximately 385 students, with students in Years 2 - 7 in multi-age classes. The Principal, Mr Pat McAuliffe, has been a long serving Principal at the school.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains: An Explicit Improvement Agenda, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practice.
- The school provides families with a curriculum overview each term to communicate the focus for P – 7 learning.
- The Principal and school leaders are to be commended for their focus on increasing the data literacy of teaching staff to inform planning, monitor student learning and reflect on the effectiveness of their teaching.
- The highly structured Data Days for teaching teams provide consistency of teaching delivery, sharing of pedagogy and robust data discussion.
- Teacher aides are highly trained para-professionals who make a significant contribution to the support of student learning.
- There is a happy, optimistic culture for learning and high levels of trust evident across the school.

Affirmations:
- Teaching staff have begun to observe each other teach and provide and receive constructive verbal and written feedback using an agreed template.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and have reflected on how best to address the curriculum requirements of multi-age classes.
- The school has started to set English, mathematics and personal goals with students. The Principal and teaching staff are refining this process.
- Transition processes are in place with two local high schools to support Years 6 and 7 students as they move to Junior Secondary.
- Teachers are using a variety of strategies to extend individual student learning including across class groupings and extra-curricular activities.
- Staff members engage in Developing Performance Framework (DPF) conversations to inform the professional learning plan for the school.

Recommendations:
- Narrow and sharpen the focus of the school improvement agenda, including explicit and clear school wide targets and communicate these to all stakeholders in a variety of ways.
- Further develop the strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback, both verbal and written.
- Continue to provide regular opportunities and support aimed at building teacher data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Continue to supervise the delivery of the enacted curriculum so that this remains a focus for discussion among, and collaboration between, teachers.
- Consider the inclusion of individual student data in stakeholder conferencing to inform and refine individual student learning goals.