Background:
Collingwood Park SS was established in 1986 and is located in the city of Ipswich, within the Metropolitan education region. The school has a current enrolment of approximately 639 students. The Principal, Jon Simpson, was appointed to the position in 1991.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of Resources, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The high priority given to staff pedagogical improvement in Explicit Teaching through the Peer Coaching Model is developing a strong collegial and self-reflective culture in which teachers invite colleagues to observe their teaching, discuss their work with them and provide feedback.
- The importance placed on the Collaborative Inquiry Process with a significant strategic focus of Putting Faces to the Data has ensured teachers have a very good understanding of every student.
- The Professional Learning Plan 2014 clearly aligns professional learning with the explicit improvement agenda of the school.
- The focus of Early Years oracy interventions through the programs, Leap into Language, Read it Again and Early Literacy Foundation (ELF).
- The tracking of student reading achievements through the Developmental Reading Assessment (DRA) program has allowed teachers to specifically tailor their reading program to the needs of each student.
- There has been a targeted investment in resourcing with a focus on literacy and numeracy, through the positions of Literacy Coach and Numeracy Coach. Teacher aides are integral to the school programs and have been trained to support the literacy programs.

Affirmations:
- Teachers acknowledge the positive impact of the Peer Coaching Model, particularly in developing self-reflecting practice.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics and science. The current review of these programs and the adaptations likely to be made will ensure teachers are able to deliver a deeper curriculum.
- In consultation with students, goals have been set in English, mathematics and behaviour. Students are clearly able to articulate the actions they need to undertake to achieve these goals.
- The whole school approach to Structured (Tier Two) Robust Instruction in Vocabulary Expansion (STRIVE) is delivering richness to students' vocabulary.
- The Explicit Instruction Feedback Sheet has ensured a consistent approach to feedback for participants on the Peer Coaching Model. The professional learning that has been provided has provided participants with a very good understanding of exemplary practice.
- The school is implementing the Department’s Developing Performance Framework (DPF).
- Extensive planning has been undertaken in preparation for Junior Secondary in 2015. This includes the creation of five Year 6/7 composite classes and leadership positions for students in Years 6 and 7.

Recommendations:
- Ensure that the Peer Coaching Model be allowed to expand to encompass all teachers.
- Narrow and sharpen the school’s explicit improvement agenda to ensure a focus upon the identified core strategic priorities.
- Continue the work around differentiation that already is evident in the school. Extend this work to ensure that teaching is individualised and personalised for every student in the class, including those students at the higher end. Ensure the regular use of data by teachers on the achievements, progress and weaknesses of individual students to personalise teaching and learning activities.
- Expand the practice of walkthroughs to include a formal and structured feedback process to ensure all teachers receive feedback to develop their pedagogical practice consistent with the school’s pedagogical framework.