Background:
Yeronga SHS is located in the inner city Brisbane suburb bearing the same name. It caters for approximately 590 multicultural students, of which a significant number have English spoken as a second language at home. Students attending the school are drawn from the surrounding geographical area but many choose to travel to the school from suburbs further away. The current Principal, Mr Terry Heath, was appointed to the school in 2007.

Commendations:
• Yeronga SHS has developed significant links with the greater community including, local schools, businesses, universities and community organisations. In this way, the school has been able to support a range of initiatives to enhance teaching and learning at the school and to provide significant advantages to students, in finding meaningful and successful career pathways beyond the school. In 2012 this work at the school was recognised with the awarding of a Regional Showcase Award for the Yeronga Pathways Program.
• Since the last Teaching and Learning Audit, the school's culture for learning has continued to develop, so that there is happy optimistic feel to the school and high levels of trust are evident across the school community. Positive, caring and mutually respectful relationships are reflected in the way staff members, students and parents interact.
• School leaders have analysed school performance data over a number of years and have used this data to identify priorities in student learning and match these with appropriate school programs.
• The ESL Support Unit provides support for a significant number of students through modifying curriculum and teaching practices to successfully transition students into the mainstream curriculum.

Affirmations:
• A supportive and collegial staff culture is evident and is characterised by high staff morale.
• Teachers are successfully responding to differences in student cultural knowledge and experience.
• Professional conversations in the school have been developed around the use of, Chatting with Heads of Department About Things (CHATs) and Teachers Accessing Peer Support (TAPS) and this is starting to facilitate the sharing of teaching practice and feedback to teachers.
• Structural differentiation of learning is evident though the strategies such as extension classes in English, mathematics, and science, the Accelerated Reading Program and ESL support classes.

Recommendations:
• Further narrow, sharpen and focus the attention of the whole school on the core learning priorities, within the school's strategic plan and document these into an explicit improvement agenda. Review the current setting of school targets so that these are driving decision making at all levels of the school, and have accompanying timelines. Align senior leaders and faculty action plans to the school’s explicit improvement agenda, to ensure adequate supervision of the plan into action.
• Implement a research based pedagogical framework that informs every day standards of teaching practice at the school. Support this with professional development and formal mentoring and coaching arrangements characterised by regular observation and feedback by peers and school leaders.
• Develop consistent expectations across the school, whereby students receive timely and effective instructional feedback, front ended assessment, ‘A’ Level Exemplars and course planners, to give clarity about what students are expected to learn and be able to do.
• Further develop teachers’ skills in the routine use of data to set individual targets for students and to monitor the effectiveness of their efforts in meeting individual and school wide targets.
• Ensure that differentiation is a feature of every teacher’s classroom practice, characterised by the regular use of data to determine the strengths and weaknesses of individual students in all classrooms and the catering for differing student needs, using multiple means of representation, engagement and expression.
Ensure that the enacted curriculum is consistent with the intended curriculum and that it aligns with the P – 12 curriculum framework, including literacy, numeracy and higher order thinking across all KLAs and is subject to regular quality assurance.