Background:
Hilliard SS is located south-east of Brisbane in the Redlands District. The school caters for the learning needs of 620 students from Prep-Year 7. The student population includes 43 students with disabilities who are catered for in mainstream classes. Current Principal Andrew Walker was appointed at the beginning of 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team and Effective Teaching Practices.
- The explicit improvement agenda is narrow and sharp and focuses professional development and resourcing on core learning priorities.
- The leadership team and staff members understand the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. Staff morale has risen markedly.
- The Principal and other school leaders regularly visit classrooms. Teachers have participated in a classroom observation by the Principal, which included written feedback, pertaining to agreed criteria based on an element of the explicit improvement agenda.

Affirmations:
- Teachers express that they are open to observing each other teach and giving and receiving constructive feedback.
- Teacher aides are trained and deployed as paraprofessionals across the school to directly support student learning.
- Students, parents and staff members have an obvious sense of belonging and pride in the school.
- Information Communication Technology (ICT) and social media are employed to enhance communication within the school and with the parent body.
- Discretionary school funds have been utilised to supplement staffing to employ a numeracy coach to support the explicit focus of improving numeracy outcomes for students.
- Class teachers have begun to set learning goals with students.
- ICTs are being creatively employed in teaching and learning.
- Special Needs Action Committee ensures resources are deployed according to learning needs.
- Staff members afford opportunities for students extra curricula offerings

Recommendations:
- Incorporate clear targets and associated timelines in planning associated with the school explicit improvement agenda.
- Refine the school curriculum to ensure an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach.
- Refine the pedagogical framework to ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, higher order thinking in all key learning areas (KLAs), individualised attention as required, and timely feedback to guide student actions.
- Create and adopt consistent methods for providing verbal and written feedback to inform the goal setting for student learning.
- Refine the Responsible Behaviour Plan for students to ensure consistency of the management of student behaviour throughout the school by all staff members.