Background:
Wellington Point SHS opened in 1988 and is located at the northern end of the Redlands district approximately 25 kilometres east of the Brisbane CBD. In 2012, the school has an enrolment of approximately 1130 students in Years 8 to 12. Current Principal Ms Debbie Ward was appointed in mid 2010.

Commendations:
- A pedagogical framework is evident, based around the Productive Pedagogies. A common language of teaching is beginning to develop across the school and there has been a strong focus on ensuring that learning intentions are a focus in every classroom, there is increased rigour around lessons and there is a move towards more explicit teaching practices.
- The school has advanced its curriculum delivery since the last Teaching and Learning Audit through strong teacher collaboration in the development and review of units of work in the new Australian Curriculum areas and the introduction of a common planning template across the school. A particular feature has been the work in Years 7 - 10 science with local primary schools.
- Significant work has taken place on developing the school improvement agenda since the last Teaching and Learning Audit. This agenda is clear, well communicated and is being driven into action using well developed and aligned plans.
- Since the last Teaching and Learning Audit significant progress has been made in establishing a data culture throughout the school. Teachers are now regularly accessing data around student performance and regular conversations about this occur between school leaders and teachers.

Affirmations:
- Structural differentiation of learning is evident though a range of strategies at the school including, accelerated learning and specialist programs in the areas of academic excellence, music talent, sports excellence and languages.
- Tracking and monitoring of Years 11 and 12 students and partnerships with the wider community has enabled the school to provide a range of support and intervention strategies resulting in meaningful and successful pathways for students. This is reflected in strong exit outcomes for Year 12 students.
- The Myspace program provides a whole school approach to literacy and numeracy.
- The Learning Pathway Program has initiated a process whereby students set goals for improvement and feedback is provided to students and parents. This has also resulted in improved parent engagement.
- There is a strong collegial culture evident in the school.

Recommendations:
- Continue the development of effective teaching practices through the implementation of the pedagogical framework. Support this with professional development and formal mentoring and coaching arrangements characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Further develop consistent expectations across the school whereby students receive front ended assessment, ‘A’ level exemplars and curriculum outlines to give clarity about what students are expected to learn and be able to do. Consider implementing a cyclical approach to instructional feedback, so that students can set goals in each subject and self-regulate their learning.
- Ensure that there is a shared understanding of differentiation and that it is a feature of every teacher’s classroom practice, characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for these different student needs using multiple means of representation, engagement and expression. Ensure that teachers document these adjustments into their planning.
- Continue to provide professional development and opportunities for teachers and leaders to further develop their skills in the routine use of data so that they become self-reflective of their efforts in monitoring the effectiveness of their teaching and in meeting school wide targets.
- Further implement a co-ordinated approach to the Department’s Developing Performance Framework, aligned with the school’s improvement agenda, to inform whole of school professional learning and conversations.