Background:
Gilston SS was opened in 1881 and is located on the Gold Coast, within the South East education region. The school has a current enrolment of approximately 648 students. Current Principal, Bruce Langes, was appointed to the position in 2008.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 there has been improvement in the domains: An Explicit Improvement Agenda, An Expert Teaching Team and Effective Teaching Practice.
- Staff members are committed, caring professionals who demonstrate a high level of care for each other and their students.
- There are teachers who display a high level of initiative and creativity to further develop their pedagogical skills, and enhance the teaching and learning environment in their classroom. There is strong evidence of consistent, high expectations and commitment.
- The development of a Pre-Prep program has transformed the way in which Prep students and families begin their first year at school. The focus on engaging parents with pre-literacy skills and school routines has provided an excellent platform for the Support Teacher and class teachers to build on foundation skills.
- The tracking and monitoring of reading for early years learners is manageable, meaningful and very comprehensive.
- The pedagogical framework is based on research and is aligned with the school’s strategic directions.

Affirmations:
- The school has developed a range of teams for: Reading and Spelling; 21st Century Learning; Behaviour; and Protocols which are aligned to the school’s explicit improvement agenda. These teams will benefit the school when making whole school agreed protocols around what the priorities are, along with the Gilston Way to implement strategies for improving those priorities.
- Through participation in the Department’s Developing Performance Framework (DPF), individual professional development plans have been established to align with the school’s Professional Learning Plan. Ensure all staff members are included.
- The school is working with the local secondary schools to support Years 6 and 7 students’ transition to Junior Secondary, through reciprocal visits and parent information sessions.

Recommendations:
- Use the Quadrennial School Review (QSR) process to develop a school improvement agenda that is focused, narrow and sharp, and addresses consolidating the whole school’s attention on core curriculum priorities.
- Develop a whole school process for curriculum planning of year level units, facilitated by a curriculum leader to ensure vertical and horizontal alignment of the Australian Curriculum achievement standards. The development of a whole school approach and close monitoring will progress professional learning teams and develop consistency with the documentation and implementation of elements within the planning cycle, supported by the use of a common language.
- Further progress the rigor around planning by enhancing teacher’s capacity to advance structural differentiation to differentiation within the unit plans. Also develop teachers’ ability to respond to students learning within their weekly and daily planning, particularly the higher achieving students.
- Continue to develop teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to monitor their student achievement, attendance and behaviour, independently and frequently.
- Develop a school expectation for the display and communication of individual student learning goals to enhance students’ engagement and purpose for completing tasks. Ensure teachers give regular written feedback that is meaningful and manageable.
- Continue to refine the school’s reading program and develop clarity with the reading expectations for all year levels.
- Utilise the current coaching model to develop a supportive Peer Support Program.