Background:
Hambledon SS is a P - 7 school south of Cairns, with an enrolment of 806 students, including 63 Students with a Disability (SWD). The Principal, Mrs Meaghan Rodgers, was appointed in July 2013 following a period of acting.

Commendations:
- There has been progress in all eight domains since the previous Teaching and Learning Audit, and most significantly in the domains of Analysis and Discussion of Data, Differentiated Classroom Learning and Effective Teaching Practices.
- The Principal and other school leaders routinely visit classrooms. Teachers regularly participate in classroom observations and walkthroughs by school leaders and the Pedagogy Coach, which includes verbal and written feedback.
- All teachers, in collaboration with the Learning Support teachers, complete Intervention Action Plans twice per year. The plans outline differentiated approaches for individual students based on data collected.
- There is precision in the planning processes for SWD and students with learning difficulties to ensure maximum engagement with the curriculum in a safe and supportive environment.
- Teacher aides are highly valued paraprofessionals who work alongside teachers delivering programs to individuals and small groups of students. The deployment of teacher aides continues to be refined based on student data.
- Teachers have implemented effective teaching methods to promote successful learning for all students resulting in positive trends in 41 of 45 areas within external data collection.

Affirmations:
- The school has documented an explicit, coherent and sequenced curriculum plan for delivery across the years of schooling. It makes clear what teachers should teach and students should learn. A pedagogical framework has been developed to capture the expected teaching practices.
- The school has implemented a range of strategies to improve student attendance.
- Staff members have utilised locally developed guides to making judgements, for reading and mathematics, to assign progress ratings for students.
- The school has implemented goal setting for English, mathematics and behaviour. A range of data sets underpin development of goals to guide individual student learning.
- Reading data walls are displayed to track, monitor and celebrate student learning.
- The school has implemented a Junior Secondary strategy that includes the planned transition of two teachers to a local high school.
- Data on individual teacher practice appears to be systematically collected and forms the basis of discussions regarding Developing Performance.

Recommendations:
- Narrow and sharpen the explicit improvement agenda to focus on what are determined to be the most immediate priorities including clear targets and timelines, links to the Developing Performance Plans (DPP), Professional Learning Plan and budget. Communicate the agenda to the school community and celebrate progress as targets are attained.
- Research and define the purpose of feedback to students and embed the findings. Ensure annotations based on verbal feedback are captured succinctly in student workbooks and are linked to goal setting.
- Clarify the school expectations of higher order thinking and support teachers to gain proficiency in delivery across all key learning areas (KLAs).
- Build on current professional relationships with neighbouring schools to share high yield teaching practices and moderate student work.
- Implement the DPP process for teacher aides to reflect the explicit improvement agenda and increase their capability to support the teaching and learning process.