Background:
Victoria Point SHS is located in the Redlands District of coastal south east Queensland. The school opened in 1997 and has a current enrolment of 1150 students. Current Principal Scot Steinhardt was appointed to the school in January 2014.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement across the domains of Targeted Use of Resources, An Expert Teaching Team, Effective Teaching Practices and Systematic Curriculum Delivery.
- Significant progress has also been made, in establishing a data culture throughout the school. Regular conversations about students’ data now occur between school leaders and teachers and is challenging established practice. Data is being used in some innovative ways by school leaders to respond to student needs.
- The school has developed a pedagogical framework centred on the Art and Science of Teaching (ASoT), which features a number of good practices emerging across the school including feedback, goal setting, task sheets and course outlines.
- A range of strong community partnerships is evident, particularly in support of vocational pathways and this is reflected in the number of school based traineeship completions.
- The school applies its resources in a targeted manner to meet the learning needs of all students. This is particularly evident in the use of funding in support of the literacy and numeracy improvement agenda, improving attendance and the inclusive practices for students with disabilities.
- The school offers an extensive range of quality programs to meet the needs of the student population. This includes specialist literacy target Years 8 and 9 classes, academy classes, after school tutoring and sporting excellence programs.

Affirmations:
- The school improvement strategy is building community confidence, attracting new students and improving the public perception of the school and its students.
- The school provides a range of differentiated programs for students of all abilities and there are some excellent differentiation strategies evident in some classrooms.
- There is a clear focus on attendance.
- Inclusive practices are evident for students with a disability.
- The students and staff members display respectful and caring relationships.
- Productive partnerships have been developed with feeder primary schools for Year 7 in 2015.

Recommendations:
- Continue the development of the school’s explicit improvement agenda so that it has clear targets and timelines which focus, narrow and sharpen the whole school’s attention on these priorities and which drives the work of teachers and school leaders.
- Ensure that there is focus on developing staff understanding and skills around appropriate Junior Secondary pedagogy.
- Continue the development and implementation of the pedagogical framework with a particular focus on developing consistency of practice.
- Continue to develop the school’s approach to observation, feedback, coaching and mentoring for all staff members and ensure that there is a direct alignment with each person’s Developing Performance Plan.
- Continue the focus of resources and skilling to improve the outcomes of high achieving students.
- Continue to enhance teacher capability to include, differentiate and support learning success for all students in all classes.
- Investigate the use of Individual Learning Plans for students achieving significantly above or below their age cohort.