Background:
Glenmore SS is located in North Rockhampton and has 409 students from Prep - Year 6 in attendance. The Parent and Citizens Association (P&C) are actively involved in the operations of the school and have supported the resourcing of the teaching and learning program.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of A Culture that Promotes Learning, An Expert Teaching Team and Effective Teaching Practice.
- The explicit improvement agenda with a focus on writing has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). A whole school approach to the teaching of writing has been implemented across all year levels.
- Teachers have made good use of the writing data to inform the teaching process and measure the rate of improvement of all students.
- The tone of the school strongly reflects a school wide commitment to purposeful, successful learning.
- There has been a strong focus on the quality of teaching and learning and the creation of a culture that values all students being successful learners.
- The Fleming model of explicit instruction has been adopted throughout the school and teachers reflected positively on the impact to student's learning.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science and have reflected on how best to address the curriculum requirements of multi-age classes.
- The school’s Responsible Behaviour Plan has been effectively implemented and students have responded to the clear expectations and are now demonstrating classroom relationships based on care and respect.
- Assessment of students at regular intervals has been used to inform the teaching and learning practice.

Recommendations:
- Continue to develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to help reflect on the effectiveness of teaching practices.
- Use the Department’s Developing Performance Framework to inform the school’s professional learning plan.
- Implement across school processes that encourage more timely feedback to parents regarding the progress of their children's learning against agreed goals.
- Develop the school induction processes to incorporate information about the school's professional learning agenda.
- Continue to clarify the teaching and learning expectations against the expectations provided by the Australian Curriculum. Develop a whole school framework of expectations and align this strongly to both year level and classroom plans.