Background:
Norris Road SS, situated in the northern suburbs of Brisbane, is a co-educational primary school from Prep to Year 7 with approximately 525 students. The school offers a broad range of programs in a supportive school environment.

Commendations:
- The Principal and other school leaders have developed and are driving the school’s explicit improvement agenda in reading comprehension and number. This includes clear school targets and timelines which have been communicated widely.
- There has been considerable progress since the last audit particularly in the areas of expert teaching teams and effective teaching practices.
- The leadership team has ensured that data is used school-wide through regular year level planning and curriculum meetings with staff members.
- Strong procedures are in place to encourage the development of a culture of continuous professional development.
- The school has successfully undertaken the implementation of the Australian Curriculum in English, mathematics and science, continues to deliver Essential Learnings in other key learning areas and is embedding the fundamental skills of literacy and numeracy.
- The HOC and STLan have collaboratively developed an effective curriculum plan and data capture and analysis process.
- The HOSES is leading a growing special education program and there are many layers of support available to students, staff members and parents.

Affirmations:
- The school tone reflects a commitment to purposeful and challenging learning.
- Students and staff members have a sense of belonging and pride in the school.
- School leaders explicitly promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.
- There has been particular focus through professional development on improved teaching methods in reading comprehension and number.
- The staff members appreciate the significant support offered by different members of the school leadership team.

Recommendations:
- Develop whole of school processes which will support school leaders and teachers to visit classrooms and observe teaching, to learn from each other and to provide feedback focused on improving classroom teaching.
- Further develop the school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know, with a particular focus on meeting the needs of students achieving in the top two bands on NAPLAN tests.
- Ensure teachers provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
- Undertake further work on the embedding of ICTs in the curriculum and within classroom practice.