Background:
Keebra Park SHS was established in 1973 and is located in Southport in the Gold Coast Region. The school has a culturally diverse student enrolment of approximately 700 students. The current Principal, Cath Pfingst was appointed at the beginning of 2013.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, the school has made improvements particularly in the domains of A Culture That Promotes Learning and Systematic Curriculum Delivery.
- The philosophy, operation and student outcomes relating to the Academic Excellence (Ac Ex) program is delivering quality education in English, mathematics, science and SOSE and is promoting an academic pathway for these students in Years 11 and 12.
- The passion and commitment of teachers associated with the Sports Excellence program across a range of sports over many years has delivered positive student outcomes. High expectations for behaviour and effort are expected and enforced.
- The data provided to all teachers by the English as Second Language (ESL) teachers in the school is excellent. It provides a strong foundation for teachers to differentiate their pedagogy for these students both as a group and as individual students.

Affirmations:
- The adoption of the Robert Marzano Art and Science of Teaching (ASOT) Curriculum Framework which will guide the school to improvements in many of the operations of the school.
- The extensive tracking of senior students which has enabled the school to analyse, monitor and evaluate the progress of senior students and provide support and intervention if required.
- The professional work that has been undertaken by Head of Departments (HODs) and teachers to implement the Australian Curriculum in English, mathematics, science and history.
- The literacy and numeracy classes which focus on the development of specific skills in literacy and numeracy for Junior Secondary students.
- The whole school commitment to improving the uniform standards in the school.
- The Aspirant Leaders Program which has provided support to teachers seeking advancement in their careers.
- The work already commenced in marketing the unique programs of the school.
- The focus on improved student attendance which has seen an improvement in daily attendance.
- The work that has been undertaken in preparation for the introduction of Junior Secondary has been extensive.

Recommendations:
- Continue with the implementation of ASOT, which will provide a common language and consistency for teachers. The ASOT framework will provide improved pedagogy and improved outcomes for students.
- Expand and develop the informal feedback system that already exists in the school, to enable teachers to engage with formal feedback procedures, designed to give rich feedback to teachers in relation to their pedagogy.
- Further develop the significant differentiation work already in place for the low achieving and the ESL students. Expand this work to ensure that teachers share differentiation practices, especially relating to the extension of the high achieving students in all faculties across the school.