Background:
Kawana Waters State College was formed in 2006 by the amalgamation of Kawana Waters SHS and Bokarina SS. The college, Prep - Year 12 has approximately 1350 students in 2012 and is located on Queensland’s Sunshine Coast. Current Principal Mr Paul Williamson was appointed in January 2011.

Commendations:
• Since the last Teaching and Learning Audit, Kawana Waters State College has engaged with and has begun to implement the Art and Science of Teaching (ASOT) pedagogical framework. ASOT supplies a common language of teaching that has begun to inform everyday standards of teaching practice at the college and supports pedagogical growth and change in Years P - 12.
• The Numeracy for Life program is developing a strong process to enhance effective teaching practices by linking data analysis, professional conversations and reflection of teaching practices.
• There is a strong school improvement agenda which is reflected in the commitment of the school leadership team to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.
• The school has significantly advanced its curriculum delivery since the last audit through strong coordination and effective teacher collaboration.

Affirmations:
• There are some excellent differentiated teaching practices evident in the college.
• The Arts program, from Prep - Year 12, engages a wide range of students in quality curricular and extra-curricular activities.
• Kawana Waters State College has achieved Council of International Schools accreditation from Prep - Year 12.
• There has been significant progress in developing connectivity between the primary and secondary campuses.
• Significant work continues to take place in to developing Gifted and Talented programs.
• There is clear and comprehensive tracking and support for Years 11 - 12 students to achieve meaningful and successful pathways. A particular feature of this is the OP mentoring program.

Recommendations:
• Consider narrowing and sharpening the focus of the school improvement agenda so that the implementation of ASOT is at the centre of this agenda. In implementing the ASOT pedagogical framework, continue to support this with professional development and formal mentoring and coaching arrangements which are characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
• Further develop teachers’ skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school wide targets. Continue to build teachers’ and leaders’ data literacy skills to reflect a sophisticated understanding and use of data concepts.
• Ensure that differentiation is a feature of every teacher’s classroom practice characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for different student needs using multiple means of representation, engagement and expression. Teachers’ adjustments would be documented and evident in their planning.
• Develop consistent expectations across the school whereby students receive regular and cyclical instructional feedback to enable students to self-regulate their learning and to set individual goals for improvement.
• Continue to promote a culture of high expectations of students’ achievements. Embed school targets that students are expected to achieve, into key learning areas.