

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – WINDAROO SS

DATE OF AUDIT: 18 – 19 AUGUST 2014



Background:

Windaroo SS is a Band 10 school located in city of Logan, within the South East education region. The school was established in 1992 and has a current enrolment of 930 students with 46 students supported by the Special Education Program. The Principal, Bob Harding, was appointed to the position in 2012.

Commendations:

- Since the previous Teaching and Learning Audit in 2012, considerable work by the school has led to improvement in a number of domains including: An Expert Teaching Team; and Effective Teaching Practice.
- The Principal and Leadership Team have led a curriculum renewal process in relation to Reading and Spelling Programs in the school. This has led to a change in classroom practices and routines, as well as, a lift in student learning outcomes.
- The new intervention model in the school led by the Improvement and Resourcing Committee (IARC) is highly effective in aligning resources to enhance student learning in relation to targeted programs.
- The support offered by Special Education Program teachers and the Support Teachers: Literacy and Numeracy (STLaN), is well aligned to the improvement agenda and are highly valued by classroom teachers.
- The schools award winning, specialised Science program is a showcase of quality teaching led by expert teachers, who have a very high ability to personalise and differentiate learning for all students.
- The introduction of a Playgroup called the *Koala Joeys* program has been of great assistance in helping parents and students with their school readiness needs, especially in the area of oral language development.

Affirmations:

- Teacher Aides have been trained in a range of Literacy support strategies and have been effectively engaged to support Literacy enhancement priorities.
- The recent introduction of *Learning Goals* for students is having an impact in some classrooms in terms of focusing and motivating students to address learning needs.
- The school has an ongoing working relationship with local high schools regarding the transition of senior primary school students to Junior Secondary. Activities between the schools have included information nights, days of excellence hosted by cluster schools and transition planning for special education students.

Recommendations:

- Refine whole school curriculum planning, moderation and assessment processes in order to enhance the vertical alignment and reflection on curriculum delivery.
- Revitalise the pedagogical framework to assist teaching staff understand how the many components of the school improvement agenda links to a regular cycle of curriculum planning and review.
- Consider sharing the routines and practices of the specialised science teachers by enhancing their roles as Pedagogical Coaches.
- Continue to develop and support the consistent implementation of school wide signature programs for use as part of the curriculum framework, as previously enacted with spelling and reading.
- Develop the alignment of professional development, coaching, feedback and the implementation of personal learning plans related to the Developing Performance Framework (DPF) in order to develop staff members' capability to deliver key programs consistently across the school.
- Further develop teacher understanding and skills in relation to analysing student data and differentiating teaching and learning for the full range of learners.
- Consider to enhance the use of OneSchool for data captures, to allow teaching staff to independently monitor student learning over shorter intervention cycles. Develop staff members' knowledge in the use of the class dashboard in relation to accessing available data.