

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – WOODRIDGE NORTH SS

DATE OF AUDIT: 5-6 JUNE 2013



Background:

Woodridge North SS is an urban school located at the northern end of Logan City. The school has a population of 470 students P - 7 including 25 students enrolled in the Special Education Program (SEP). It is a Low SES National Partnership school with an Index of Community Socio-Educational Advantage (ICSEA) value of 890.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Targeted Use of School Resources, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The explicit improvement agenda with a focus on numeracy problem solving has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Every student has a 'Fish' goal and students reflect on this goal with the teacher regularly.
- The Principal and school leaders are to be commended for the creative timetabling of specialist teachers to deliver Languages Other Than English (LOTE), health and physical education (HPE), technology and the arts.
- The SEP teachers are to be commended for their support of year level planning to collaboratively develop differentiated content and assessment for the students with disabilities in classes.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback. Watching Others Work (WOW) visits are regularly negotiated and undertaken teacher to teacher.
- The Differentiation Planner trial is assisting teachers to fore-front differentiation strategies for individual learners at the start of the unit cycle. Teachers in the trial speak highly of the confidence they have gained in meeting the learning styles and needs of all learners.
- The school's Responsible Behaviour Plan has recently been reviewed and approved by the school community. There is an expressed need to review what constitutes a minor/major behaviour and the use of consistent consequences.
- The school delivers social-emotional programs for students across the school and provides specific development of resilience in students from refugee, traumatic and low socio-economic backgrounds.

Recommendations:

- Continue to refine the whole school curriculum plan to collaboratively identify targets and timelines for school improvement. Celebrate improvement on a regular basis.
- Continue to develop the whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely written feedback to guide student actions are key elements of the school's push for improved teaching and learning.
- Provide professional development aimed at building staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Develop a Professional Learning Plan to ensure a balance between systemic, school priority and staff identified capability development needs to be identified in their Developing Performance conversations.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal, school leaders and colleagues to observe their teaching, discuss their work with them and provide feedback to maintain consistency of teaching practice in literacy and numeracy. Use objective data to reflect on the effectiveness of teaching practices.