

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – GLADSTONE WEST SS

DATE OF AUDIT: 22-23 MAY 2013



Background:

Gladstone West SS is located in the regional centre of Gladstone. The school provides educational programs for students enrolled in Prep - Year 7. Approximately 740 students attend the school with enrolments governed by an enrolment management plan.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and Expert Teaching Team.
- Co-coaching arrangements have been used to develop a coaching model in the school and assist with the professional development of all teachers around the implementation of explicit instruction.
- Classroom profiling is being used to gather school wide data and assist the school to develop a professional learning plan that is best able to support teachers learning. Profiling is also being used to provide point in time feedback to teachers regarding their essential teaching skills.
- A focus on writing is being undertaken across the school and is supported by a consistent framework that is used to provide student feedback and assist the teacher to target areas of writing weakness in the classroom.
- Student goal setting was evident in many classrooms and clearly linked to the student feedback being provided around the writing process.

Affirmations:

- Beginning and new teachers reflected positively on the quality of the school induction processes.
- School processes are in place that support the development of a school wide culture focused on continuous teacher improvement supported by both coaching and mentoring programs.
- Explicit instruction is underpinning the drive to improve teaching practices in all key learning areas (KLAs).
- Regular moderation and year level planning meetings are being used as processes to ensure that the enacted curriculum is being consistently implemented according to the school's curriculum plans.
- The data celebrations being used at the end of each term are assisting all staff members to recognise effective teaching and learning practices.

Recommendations:

- The school's improvement agenda needs to be widely communicated in terms of improvements in student learning outcomes and accompanied by timelines for implementation. Justification should be in terms of student performance data that relates directly to the school's improvement agenda.
- Continue to develop student feedback and goal setting models in the school. Timely parent reporting should inform parents about improvement over time and suggest ways to support the student's learning.
- Continue to 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.
- Use whole school data sets to monitor student improvement across the years of schooling. Use classroom data being gathered as part of the writing improvement agenda to target whole school student interventions or better inform the changes needed to teaching practices to gain further improvements.
- Continue the work being undertaken to improve student feedback frameworks being used to inform students about their academic performance. Continue to develop banks of strategies as part of this process so that students have a framework that will provide them with the required support.