

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – GLENNIE HEIGHTS SS

DATE OF AUDIT: 23 MAY 2013



Background:

Glennie Heights SS is located in the regional centre of Warwick. The school is staffed with a Principal and seven teachers. The student population has grown to over 160 students; this growth is a reflection of the schools focus on student improvement.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents. A whole school reading plan has been implemented across all year levels.
- The You Can Do It school wide behaviour support program has been implemented with great success. Behavioural problems have reduced and less time is now taken up with behaviour management.
- The Principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school and resources have been applied strategically to address these needs.
- The school curriculum delivery plan identifies the curriculum, teaching and learning priorities and requirements set out in the P – 12 Curriculum Framework. The school curriculum delivery plan includes year level and term plans, and clearly articulates the progression of learning from year to year.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The Principal is leading the development of the staff members into an expert and coherent school wide team focused on improving outcomes for all students.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- The Principal explicitly encourages teachers to tailor their teaching to student needs and readiness. Teachers utilise systemic assessment instruments to establish where students are up to in their learning.

Recommendations:

- Narrow and sharpen the school improvement agenda, develop a clear improvement plan and ensure this is communicated widely. Ensure school leaders can describe the improvements they wish to see in student outcomes and ensure targets for improvement are clear and accompanied by timelines.
- Continue to encourage parents to take a genuine and close interest in the work of the school and encourage parents to become partners in their children's learning.
- Ensure literacy and numeracy data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. Implement individual learning plans as required (for example, Indigenous students, students with learning difficulties and gifted students).
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Develop agreed methods for teachers to record differentiation in planning documents.
- Develop a whole school professional learning plan which aligns to the school improvement agenda and department expectations.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.