TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY - TOWNSVILLE WEST SS
DATE OF AUDIT: 13 SEPTEMBER 2012

Background:

Townsville West SS is a small inner-city, multi-aged school located at the foot of Castle Hill in Townsville and is in the 125th year of operation. One of the strengths offered by the school to the students is the opportunity to connect with others and develop a strong sense of community. The school offers a special education program where students with needs are supported in their mainstream classroom. The school strives to provide a holistic education for the learner, educating the soul as well as the mind.

Commendations:

- The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities. For example the 'It's as easy as 1…2…3' has provided a consistent point of reference and process for Curriculum into the Classroom (C2C) unit review and preparation.
- There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible.
- The tone of the school reflects a school wide commitment to purposeful, successful learning and the commitment of teachers is appreciated by parents and students.
- The school community is respectful of the leadership and the sense of direction and purpose being provided.

Affirmations:

- The ongoing development of the staff Sharepoint site will provide staff members with a central point of reference for all things teaching and learning.
- The school wide assessment plan and internal monitoring schedule will provide long term data that will enable the school to track and monitor student progress.
- The Principal has initiated individual teacher observations and feedback meetings to discuss the effectiveness of the teaching and learning program. The formal feedback provided has assisted teachers in refining their pedagogies.
- Critical work in the implementation of school wide pedagogical practice in the area of reading has begun and there is evidence of implementation of more consistent practice across the school.
- The support provided to students by the Special Education Program (SEP) staff is respected by classroom teachers.
- The alignment of the Digital Literacies with Bloom's Taxonomy and the proposed extension into other aspects of teaching will provide students with the opportunity to further develop creative and critical thinking skills.

Recommendations:

- Review the school improvement agenda and include specific timelines. The plan could also include specific indicators that outline for the main initiatives (i.e. comprehension) the change in observable practice, for teachers and indicators what knowledge and/or skills the students would be demonstrating.
- Design a pedagogical framework that will support the implementation of school wide practices and that clearly details what quality teaching looks like at Townsville West SS. For example, reading is taught this way at our school, 'The Townsville West Way'. There should be processes established to support and ensure that there is consistent implementation.
- Establish a reflective culture where regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about the efficacy of teaching, identify individual student needs and to personalise teaching and learning activities.
- Develop a Professional Learning Plan that incorporates the processes of the Developing Performance Framework and coaching and mentoring practices. The process should involve the school leadership and staff working and learning with and from each other.
- Continue to establish a learning culture where authentic negotiated feedback is provided by school leaders, who spend time working with teachers to improve their teaching practices in the strategic priorities, through modelling, evaluating and providing feedback on classroom teaching.
- Review the use of teacher aide time to ensure the resource is optimally utilised in the support of student learning.

Queensland Government