TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY -
STAFFORD HEIGHTS SS
DATE OF AUDIT: 18 APRIL 2013

Background:
Stafford Heights SS is situated in northern suburbs of the Brisbane Metropolitan Area. The school has approximately 200 students enrolled in Prep - Year 7. The school is situated on a large site and students have access to a range of resources and facilities. The school is well supported by an active Parents and Citizens (P&C) association.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Effective Teaching Practices, Targeted use of Resources and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP).
- A whole school reading plan has been written and implemented across all year levels. Teachers, teacher aides and parent helpers support students in guided reading groups. Reading data has shown that students are making progress towards school targets.
- A strong collegial culture has been established. Staff morale is generally high. This has been contributed to substantially by the leadership team’s strong vision for school wide improvement and the support being provided to teachers in the classroom to assist with the implementation of the improvement agenda.
- The tone of the school reflects a school wide commitment to purposeful, successful learning and an expectation that every student will learn and achieve positive outcomes.
- The school’s science program has received significant support from the school community and has enabled teachers to offer students a well-resourced and expansive science program.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history and have reflected on how best to address the curriculum requirements of multi-age classes.
- The class teachers have started to set learning goals with students.
- A differentiated approach to the teaching of spelling is being implemented across the school.
- Communication systems have been established that are keeping the wider school community updated around school improvement focus areas.
- The school is well positioned to make use of a range of knowledge and skills that already exists amongst the teaching staff.

Recommendations:
- Develop a 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 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 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.
- Continue to develop school wide strategies that use both formal and informal methodologies to keep parents regularly informed about student progress against their agreed learning goals.
- Continue to utilise a range of assessment tools that will provide timely information regarding student progress as well as inform teachers about the effectiveness of their teaching strategies.