

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – WILSTON SS

DATE OF AUDIT: 4-5 AUGUST 2014



Background:

Wilston SS is located in the inner Brisbane city suburb of the Grange, in the Metropolitan education region. The school has a current enrolment of 895 students from Prep – Year 7. The Principal, Guy Hendriks, was appointed to the position in 2010.

Commendations:

- Since the previous Teaching and Learning Audit in 2010, improvements have been made in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice. Significant improvement has been made in the domain An Expert Teaching Teams.
- The Principal and other school leaders have developed, and are driving an explicit and detailed school improvement agenda. This agenda includes clear targets with accompanying timelines.
- Teaching staff are guided in their practice by *The Wilston Way*, a framework that provides an effective reference point for high impact teaching methods.
- Teaching staff are providing students with regular and effective verbal and written feedback using the *2 stars and a wish* strategy, feedback slips and individual conferencing using criteria sheets.
- Parents and students speak fondly about all staff members as committed, caring professionals, who demonstrate a high level of care.

Affirmations:

- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school's Professional Learning Plan.
- Individual learning goals are in place for students, with a focus on literacy, numeracy and behaviour.
- A strong moderation process is evident across the school with teachers working in year level teams to write an A and C exemplar prior to moderation. Cluster moderation ensures consistency of judgement across year levels and across school sites.
- Extensive planning and preparation has been undertaken in preparation for the transition of students in Years 6 and 7 to Junior Secondary in 2015

Recommendations:

- Ensure the curriculum planning process for year level unit plans, is monitored and supervised by a curriculum leader to ensure horizontal and vertical alignment of curriculum across the years of schooling.
- Strengthen differentiation practices by developing a school wide process for the recording of planned differentiation practices in each subject.
- Continue to implement the school's pedagogical framework and ensure that all teachers have a deep understanding of all of the components of the *High Impact Teaching* sequence and that it is embedded into all classrooms.
- Engage teaching staff in regular analysis of short term data cycles so that student engagement and progress can be tightly monitored and teaching practices adjusted accordingly.
- Develop a formalised coaching and mentoring program, linked to school priorities, teachers' Performance Plans and the school's Professional Learning Plan.
- Continue to develop and formalise the processes whereby instructional leaders regularly visit classrooms to observe practices and provide written and verbal feedback to teachers on pedagogical practices.
- Include a higher order thinking framework that aligns with the curriculum and pedagogical framework.