

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – LAIDLEY DISTRICT SS

### DATE OF AUDIT: 25-26 JULY 2012



#### Background:

Laidley District SS has 540 students and has become the primary school educational hub for the area, after the amalgamation and closure of a number of smaller schools twelve years ago. The school has experienced increased movement of both staff members and students in recent years. The school provides for a significant number of students who have special education and/or high level support needs.

#### Commendations:

- A strong collegial culture has been established and teachers have an overt and shared commitment to the improvement of their teaching.
- A number of staff members have taken on significant coaching and mentoring roles outside of their classroom duties.
- A substantial amount of work has been completed in the development of the School Wide Positive Behaviour Support which is beginning to make a difference to the school culture, through a consistency of approach to behavioural issues by teachers.

#### Affirmations:

- Teachers have made a significant commitment in their own time to finalise curriculum planning and to share resources.
- A number of initiatives are in place to support the students with high level special learning and support needs.
- Substantial work around school improvement has occurred since the last audit. This has led to a shift in the school profile in a number of the domains of the audit instrument, in particular, An Expert Teaching Team and Systematic Curriculum Delivery.

#### Recommendations:

- Develop and communicate a clear vision of the improvements the school wishes to see in terms of behaviours and outcomes for teachers and students, in taking Laidley District SS to the next level. Continue to communicate how the various components of the existing school improvement agenda will contribute to this in terms of a staged implementation and timelines with both staff members and parents.
- Allow time to embed each major initiative before moving onto the next and, in particular, consider the capability building implications, on both the curriculum leadership team and teaching staff members to ensure sustainable success.
- Develop a curriculum framework which provides a documented plan for curriculum development and delivery in the school.
- Take the opportunity with the new substantive curriculum leadership team to build cohesion and alignment in terms of instructional leadership across the school. Review roles and responsibilities of the curriculum leadership team.
- Review systems and strategies to ensure the vertical alignment of curriculum delivery in the school.
- Review the school's Charter of Expectations and consider the adoption of a preferred pedagogical model to inform teaching and learning practices in the school.
- Develop a more comprehensive data set to assist teachers in their planning and continue to build teacher competency in the analysis, interpretation and use of classroom data and their ability to differentiate for all student learning needs.
- Review strategies to engage all parents and to support school attendance.

