

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – AITKENVALE SS

DATE OF AUDIT: 6-7 AUGUST 2014



Background:

Aitkenvale SS was established in 1924 and services the community of Aitkenvale and surrounding Townsville suburbs within the North Queensland education region. The Prep – Year 7 school provides educational programs for 483 students. The current Principal, Judd Burgess, was appointed to the position in Term 2, 2014.

Commendations:

- Since the previous Teaching and Learning Audit in 2011, improvements have been made in the domains: An Expert Teaching Team and Systematic Curriculum Delivery.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances, is aligned with state wide improvement priorities and includes clear targets with accompanying timelines.
- The Principal's strategic approach to supporting students undertaking English as an Additional Language or Dialect (EAL/D) through the development of the EAL/D Unit, has established a strong pedagogical focus across the school and maximised the learning opportunities for all students.
- Financial and human resources are strategically allocated to enhance the delivery of specific programs targeting identified students with learning difficulties and to support the implementation of the explicit improvement agenda.
- The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. Data is used to identify gaps in student learning to monitor improvement over time and to monitor growth across the years of school.
- The introduction of the *Stronger Smarter* program has transformed and focused the school community to the reality that attaining excellence in learning for all students is achievable.

Affirmations:

- Individual Learning Plans are developed for Indigenous students to maximise learning opportunities, enhance student engagement and improve attendance.
- The introduction of the *School Wide Assessment Internal Monitoring System (SWAIMS)* has ensured a clear understanding of the assessment and diagnostic testing requirements accompanied with clear timelines, benchmarks and targets for all year levels to create high expectations for all learners.
- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school's Professional Learning Plan.
- The school has progressed the Junior Secondary agenda by realigning student leadership positions to include Year 6 students, secondary school visits, information sessions for parents and rotational specialised lessons.

Recommendations:

- Develop a consistent school wide approach to the teaching of reading. Consider using the Explicit Instruction Model as a framework for outlining the explicit teaching strategies, associated with Modelled, Shared, Guided and Independent reading.
- Continue to implement the school's pedagogical framework to ensure that all teachers have a strong understanding of the Explicit Instruction Model and that it is embedded in all classrooms.
- Develop a formalised coaching and mentoring program, linked to school priorities, teachers' performance plans and the school's Professional Learning Plan.
- Strengthen differentiation practices by developing a school wide process for the recording of planned differentiation practices in each subject.
- Develop a school wide processes to provide regular and meaningful feedback to students across all subject areas to improve student achievement.