

TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY – NUNDAH SS DATE OF AUDIT: 23 – 24 JULY 2014



Background:

Nundah SS is located in the northern suburbs of Brisbane within the Metropolitan education region. The school was established in 1865 and has a current enrolment of 725 students from Prep to Year 7. The Principal, Debra Cox, was appointed in 2012.

Commendations:

- Since the previous Teaching and Learning Audit in 2012 there has been significant improvement across all eight domains.
- The principal and other school leaders have identified a clear improvement agenda that is well communicated and is being driven via a well-developed plan to foster improved student learning across the school. The priority is the implementation of *Reading to Learn* (R2L) methodology.
- There is a clear and strong alignment between the use of data, the explicit improvement agenda and targeted use of resources. This is particularly evident in the creation of specific leadership roles that are designed to target the implementation of innovative teaching and learning strategies.
- The school has created quality programs and processes to monitor and target student performance including *Individual Student Reading - Fluency - Plans*, *Student Portfolios*, *R2L Action Research Data*, *Individual Student Learning Journey* and *Class Differentiation Cones*.
- Technology has a growing presence across the school and this is delivering a broad range of learning opportunities including the *iPad program*, *Robotics* and *Learning Place*.
- The school has invested time and funding to develop the skills of teacher aides through regular meetings which are providing rich opportunities for professional growth.

Affirmations:

- The school has a well-developed staff member induction program that ensures new teachers are able to quickly assimilate to the methodologies and processes within the school.
- The school is working with local high schools to ensure transition preparations are taking place for senior students entering Junior Secondary.
- The Parents and Citizens' Association (P&C) endorse and support the school's leadership, expectations and improvement agenda.
- The school has a number of parent-based support groups that add value to the school including the *Learning Support Parent Group*, *Instrumental Music Parent Support Group* and *Sport Support Parent Group*.

Recommendations:

- Further develop the informal mentoring and coaching practices into systematic formal mentoring and coaching programs for all teachers.
- Continue to develop the whole school data plan and include professional development around analysis. Ensure student performance targets are aspirational.
- Further develop teacher's Developing Performance Framework (DPF) to align directly to the school's strategic direction and inform the Professional Learning Plan.
- Review and refine moderation strategies around making reporting based judgements in order to ensure valid and consistent allocations of individual student levels of achievement.
- Develop a whole school professional development plan that aligns with the schools narrow and sharp explicit improvement agenda.
- Continue to develop staff members' professional development around delivering classroom differentiation strategies, including Higher Order Thinking Skills, to ensure effective teaching across the full range of student abilities.