

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – NORTHGATE SS

DATE OF AUDIT: 15 OCTOBER 2012



Background:

Northgate SS is a Prep - Year 7 primary school with 190 students and is situated approximately 12 kilometres from Brisbane's CBD. It is located in a unique and idyllic setting, at the end of a quiet street, with the vast land encompassing three generous ovals and playground facilities, backing onto a nature reserve.

Commendations:

- The Principal and other school leaders have developed and are driving the school's explicit improvement agenda in reading. Professional development in this area has been provided to all teaching staff.
- There has been considerable progress since the last Teaching and Learning Audit particularly in the domains of Expert Teaching Teams, Systemic Curriculum Delivery, Differentiated Classroom Learning and Effective Teacher Practice.
- The leadership team has ensured that data is used school wide through regular implementation of data discussions with all staff members.
- The school is to be commended for its school ethos built around high expectations. There are high levels of trust apparent across the school community and a strong collegial culture has been established.
- Student learning goals are a feature of all classrooms throughout the school.
- School leaders explicitly promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

Affirmations

- The school effectively uses its physical environment and ICT resources to support students learning.
- The school has developed processes for identifying student learning needs and applies available resources to meet these needs through structured support in classrooms.
- The school has developed links with a number of high schools to enhance learning opportunities for students.

Recommendations:

- Sharpen the school's explicit improvement agenda by clarifying clear targets and timelines aligned to the pedagogical practices expected for teaching and learning across the whole school.
- Continue to ensure teachers' planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided. This includes teachers providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
- Continue to review strategies to provide opportunities for all parents to engage and support the school.
- Further develop whole of school processes enabling school leaders and teachers to visit classrooms, observe teaching and provide feedback. Further enhance this by continuing arrangements for mentoring and coaching of teachers by the leadership team.
- Enhance opportunities for teachers to have professional conversation around the vertical alignment so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years. This should include a focus ensuring higher order thinking skills are embedded across all curriculum areas and year levels.
- Continue developing the school's pedagogical frame work by clarifying and aligning pedagogical practices expected for teaching and learning across the whole school.

