

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – FRESHWATER SS

DATE OF AUDIT: 10-11 SEPTEMBER 2012



Background

Freshwater SS is a co-educational primary school in Cairns from Prep - Year 7 with approximately 700 students.

Commendations:

- The Principal has initiated a highly effective data driven intervention process in the early years of the school.
- The school is to be commended on the positive reputation the school holds in the local community with enrolment growth and positive parental feedback.
- A coaching and feedback process has been developed and implemented by the leadership team with a focus on the school improvement agenda of explicit teaching.
- The school has targeted its human and financial resources to meet the identified needs of students.
- There has been considerable progress since the last audit particularly in the area of Analysis and Discussion of Data.
- Students, staff members and parents have a sense of belonging and pride in the school.

Affirmations:

- The school has started the development of a school wide consistent pedagogical framework with trials and research leading to some consistent practices.
- There was evidence of strong parental support for the school's literacy program, in particular, the support-a-reader program with a number of volunteer parents.
- The leadership team and teachers are developing an effective behaviour management program through School Wide Positive Behaviour Support.
- Student data is being stored centrally using OneSchool and is regularly used to measure student progress.
- The regular planning sessions facilitated by school leaders are effective in developing a team approach to implementing the curriculum and support the teachers in their professional development about data analysis and effective teaching and learning practices.
- The parents interviewed were very positive about the school and its role in the community.

Recommendations:

- Continue to develop and embed a school wide pedagogical framework with a particular focus on consistency of practice across the school and high standards and expectations for all students.
- Further develop the school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know, with a particular focus on meeting the needs of students achieving in the top two bands, integrating higher order thinking skills within the curriculum and refining the enrichment program.
- The school could consider strategies to develop consistency in the teaching of reading and spelling.
- Continue to refine and develop the data analysis processes and increase teachers' understanding of data concepts to inform teaching practices, meet student needs and move students towards and beyond benchmarks.
- Ensure teachers consistently provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.

