

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – COOMERA SS

DATE OF AUDIT: 22-23 JULY 2013



### Background:

Coomera SS is a metropolitan school located at the northern end of the Gold coast. The school has a population of 980 students from P – 7, including 57 students enrolled in the Special Education Program (SEP) and 31 young children attending the Early Childhood Development Program (ECDP). It is an Improving Literacy and Numeracy National Partnership school.

### Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in a number of domains especially the domain Effective Teaching Practices.
- A high level of collaboration is apparent in all aspects of school planning and support. This is particularly evident in the work of the highly productive year level teams.
- The leadership of curriculum planning and data analysis by the Head of Curriculum (HOC) is of high quality and valued by teachers.
- The Connexion Cafe is an effective strategy to support teachers learning from teachers, to meet the professional development needs of teaching staff.
- The Kagan Cooperative Learning model successfully supports peer coaching for students in many classrooms.

### Affirmations:

- Many teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Some teachers are differentiating their teaching using verbal, visual, kinaesthetic, musical and interpersonal teaching strategies to meet the learning styles of students in their class.
- The recent introduction of Learning Logs is proving a successful strategy to help clarify learning intent and provide feedback to students on their learning.
- Moderation is an integral part of the five week curriculum planning and delivery cycle which is helping to build consistency of practice.
- Data coaching is helping develop teachers' skills in terms of intervention and support for students.

### Recommendations:

- Further develop the whole school curriculum and pedagogical frameworks to clearly document the types of evidence-based teaching practices.
- Continue to develop staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to take action and monitor improvement over time and growth across the years of school.
- Re-visit professional development for teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Develop a whole school approach to planning documenting and reviewing differentiation practices.
- Continue to develop feedback and coaching models where teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback to enhance their teaching practice.
- Continue to develop the range of extension strategies to supporting students who show potential in achieving in the upper two bands of NAPLAN.
- Embed the documented moderation processes to continue to build consistency in A – E reporting.