TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – INGLEWOOD SS
DATE OF AUDIT: 11-12 JUNE 2013

Background:
Inglewood SS is situated in a rural location and caters for approximately 160 Prep – Year 10 students. The Parents and Citizen’s Association (P&C) strongly supports the school by providing funds to improve school resources and facilities. A weekly pre-Prep playgroup links prospective students and parents with the school.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of A Culture that Promotes Learning, Targeted Use of School Resources, Expert Teaching Team, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- Data is used by all teachers to identify gaps in student learning and inform specific content for differentiated teaching. The Support Teacher: Literacy and Numeracy’s (STLaN) ability to interpret data and assist teachers to use it to differentiate their teaching is valued by all staff members.
- The Years 8 - 9 collaborative strategic reading (CSR) sessions are assisting teachers to embed the fundamentals skills of literacy within all key learning areas. (KLAs)
- School wide reading blocks have been implemented to provide small group differentiated sessions by teachers and teacher aides. Data from these sessions is constantly used to inform weekly planning.
- The Head of Curriculum (HOC) is personalising professional development for all staff members. This role is integral to building staff workforce capacity and improving student outcomes.
- All staff members understand the importance of positive and caring relationships to successful learning. Staff members and the community are to be commended for the work undertaken in School Wide Positive Behaviour Support (SWPBS). This is building a positive learning environment by developing proactive whole-school systems for students and all staff members.

Affirmations:
- All staff members have a strong and shared commitment to the improvement of teaching practices.
- The school has a positive profile within the community and has established links with local businesses.
- The students and parents of Inglewood SS have trust and confidence in their teachers and the school leadership team. There are strong relationships between parents and their children’s teachers.
- The Junior Secondary program has been a priority in the improvement agenda of the school and significant negotiations have been undertaken to formally include Year 7 in the high school setting.
- The use of school wide data, front-ending assessment and the differentiation proforma for each unit are assisting teachers to identify and address the learning needs of individual students.
- Teachers expressed that they welcome observing each other teach and giving and receiving constructive feedback. Teachers often visit each other's classrooms to improve their skills.

Recommendations:
- Continue to develop the whole school pedagogical framework to clarify the kinds of teaching you wish to see. Support this through a planned and formalised approach to coaching and mentoring.
- Continue to build teachers’ capacity to improve classroom teaching; to take action and monitor progress by developing more sophisticated data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of school.
- Continue to develop the implementation of the Australian and Queensland Curricula by monitoring student engagement and outcomes. Adopt or adapt Curriculum into the Classroom (C2C) resources guided by professional judgment.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school. Ensure that the teaching and learning is building on to and extending that of previous years.
- Strengthen timely written feedback to guide student actions and individual learning goals as key elements of the school’s push for improved teaching and learning and embed best practice.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student’s capacity to improve, especially those achieving in the upper two bands.