

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – IPSWICH EAST SS

DATE OF AUDIT: 18-19 MARCH 2013



Background:

Ipswich East SS is located five minutes from Ipswich CBD and caters for the learning needs of 460 students from Prep – Year 7. Students verified with a disability comprise 6 per cent of the total population. The range of cultures represented within the population is expanding with a significant number of students from a Pacifica background. Current Principal Debbie Hansen was appointed in 2009.

Commendations:

- Since the previous Teaching and Learning Audit there has been significant progress in all domains.
- The explicit improvement agenda focused on the qualities of Reading 2 Learn have narrowed and sharpened the teaching practices, throughout the school. Reading and writing data has shown that students are making progress towards school targets. Teachers regularly demonstrate their practices within their classrooms for colleagues from other schools.
- The leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn including specific professional development aligned to the improvement agenda.
- The school recognises that reliable data is crucial to the improvement of student outcomes.
- School Wide Positive Behaviour Support (SWPBS) provides clear procedures and practices, including clearly articulated responses and consequences for inappropriate behaviour.

Affirmations:

- Teacher Aides are trained and deployed as paraprofessionals across the school to directly support student learning.
- Through feedback, teachers assist students in monitoring their learning and goal setting for future learning.
- The school curriculum plan is explicit, sequenced and outlines what (and when) teachers should teach and students should learn
- Teachers work at understanding where students are up to in their learning to identify starting points for teaching.
- Teachers express that they are open to observing each other teach and giving and receiving constructive feedback.
- The school explicit improvement agenda is grounded in evidence from research and practice.
- Targets for student learning are clear and measurable, both collectively and for individuals.

Recommendations:

- Continue to build mutually respectful relationships across the school community to attain an alignment between home and school of the high expectations that all students will engage and learn successfully.
- Extend and embed SWPBS to improve student engagement in learning and to minimise disruption in classrooms.
- Continue the professional development aimed at building staff members' data literacy skills to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Develop a strong collegial and self-reflective culture in which the Principal, school leaders and colleagues observe teachers teaching, discussing their work with them and providing feedback.