

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - ORMISTON SS

DATE OF AUDIT: 27-28 AUGUST 2012



Background:

Ormiston SS, part of the South East Region, is a co-educational Prep to Year 7 school located in the Redland City Council area. There has been considerable growth in the last two years and there are currently 541 students in 22 classes. There is a strong tradition and pride in the school and the school is currently celebrating its 140th anniversary.

Commendations:

- The whole school is to be commended on the significant progress which has been made in all areas since the previous the Teaching and Learning Audit.
- The Principal, leadership team and all staff members have demonstrated their commitment to an agenda for school improvement in reading comprehension, spelling and problem solving in mathematics.
- The agenda has been clearly communicated to the whole school community.
- Targets have been set with timelines. These are monitored and reviewed.
- The school has developed and is implementing a plan for the systematic collection and use of student outcome data including both systemic tests and classroom assessments.
- The leadership team and staff members are united and passionate about improving student outcomes.
- Staff members and students have an obvious sense of pride and belonging in the school and parents speak very highly of the school.
- Teachers have regular meetings with members of the leadership team, during Professional Learning Team (PLT) and Curriculum Development Time (CDT), to discuss data analysis, develop their differentiation leaf for targeted students, to plan collaboratively and moderate writing tasks.
- The school has successfully undertaken the implementation of the Curriculum into the Classroom and Australian Curriculum in English, mathematics and science and continues to deliver essential learnings in other key learning areas.
- There is evidence that the Principal and other school leaders see development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students. Teachers have used the Ormiston SS Pedagogy and Learning Framework matrix to self-reflect on their areas of strengths and areas for development.
- There is data evidence, including NAPLAN, reading benchmark levels and A-E achievement data, to show that many students are making significant progress.

Affirmations:

- There is a whole of school approach to School Wide Positive Behaviour Support based on (The Ormiston Primary School (TOPS) values of teamwork, ownership, participation and sensitivity, with an expected 4:1 ratio of positives to negatives and a school target of 8:1.
- A range of enrichment activities in the school and with the cluster engage and extend higher achieving students.
- The Parents and Citizen's Association, in conjunction with the school, provides all students with access to Athletics at school and at home.
- Parents are encouraged to make Every Day Count with a school target of no unexplained school absences.
- There is a documented Professional Learning Plan clearly aligned with the improvement agenda and targeted use of resources.
- Teachers have had an opportunity to visit another classroom and observe their teaching.
- The Head of Curriculum has observed a teaching lesson and provided feedback to most teachers.
- Teachers moderate writing tasks in year levels and have professional discussions about assessment tasks, resources, exemplars and guides to making judgements.



- There is a comprehensive and supportive induction program for staff members in which the professional learning agenda is made explicit.

Recommendations:

- Implement the whole of school pedagogical framework. Place a high priority on explicit teaching of skills and evidence based teaching strategies. Support teachers to become experts in the key learning areas they teach.
- Embed higher order thinking skills in all key learning areas.
- Develop a whole of school feedback culture. Consider a school wide process to provide explicit and timely feedback to students linked, for example, to individual learning goals, the lesson intent and assessment criteria.
- Develop a school wide, self-reflective culture focussed on improving classroom teaching, which includes leaders and colleagues visiting classrooms and providing feedback.
- Use regular data on the achievements, progress, strengths and weaknesses of individual students to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise learning activities. Explore ways to include and engage students and parents in target and goal setting.

