TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – WAVELL HEIGHTS SS
DATE OF AUDIT: 19-20 MAY 2014

Background:
Wavell Heights SS is a multicultural school located in the northern suburbs of Brisbane, within the Metropolitan education region. 460 students from Prep – Year 7 are currently enrolled at the school, including 35 percent of students identified as English as an Additional Language/Dialect (EAL/D). The Principal, John Cattoni, was appointed to the position in 2009.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of: An Explicit Improvement Agenda; Systematic Curriculum Delivery; and Effective Teaching Practice.
- The explicit improvement agenda, with a focus on student feedback on English and mathematics goals, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP) and teachers’ Developing Performance Plans.
- The Principal regularly visits classrooms, consisting of routine classroom observations with written feedback.
- The school is to be commended for the Curriculum Newsletter sent each term to families of each year level, as a means of ongoing communication of student learning efforts.
- Teaching staff members visit each other’s classrooms and willingly discuss and share teaching practice.

Affirmations:
- Year level teams are collaboratively planning and reflecting on Curriculum into the Classroom (C2C) unit delivery, using formative assessment to monitor student learning and reflect on the effectiveness of their teaching.
- A strong collegial and community culture has been established which provides a platform for ongoing school improvement.
- The school has a strong relationship with the local high school to enhance the transition of Years 6 and 7 students to Junior Secondary in 2015.
- The employment of local Indigenous teacher aides and the development of strong links with the Indigenous community have increased student attendance and engagement in learning. NAIDOC celebrations are a week long cultural experience for the school and community.

Recommendations:
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Continue to engage teachers in the use of the OneSchool class dashboard in the collection, analysis and interpretation of student data.
- Revise the school assessment schedule to include targets, standards and timelines for OneSchool data entry.
- Develop a Professional Learning Plan that clearly aligns the Annual Implementation Plan (AIP) priorities with the identified learning needs of all staff members.
- Continue to develop teachers’ skills in differentiating planning for delivery to suit the needs and learning styles of all students, especially the high performing students.
- Build teacher aide capacity by aligning their identified professional development with whole school and classroom priorities.
- Continue to develop and localise the school induction processes aligned to the school operations and priorities.