

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – SPRINGWOOD SHS

DATE OF AUDIT: 17-18 OCTOBER 2012



Background:

Springwood SHS is a co-educational school offering an extensive range of academic and vocational pathways to students from Years 8 - 12. With a history of values, innovation and student participation, the school focus is on student learning and academic success in a wide range of areas. Currently the school is led by Acting Principal Ms Julie-Ann McCullough, who was appointed at the start of 2012.

Commendations:

- The Principal and other school leaders have initiated and are driving an explicit and detailed local school improvement agenda. This ongoing agenda is underpinned by clear leadership in conjunction with processes to realise consistent and coherent policies and procedures.
- The school is undergoing a process to determine and develop an effective teaching and learning framework titled, the Springwood SHS Whole-School Curriculum, Assessment and Reporting Plan, and is being achieved through effective staff consultation processes.
- Highly effective senior schooling models and policies have been implemented which involve the tracking of student engagement and student achievement, quality SET planning for students and realised in successful outcomes regarding acquisition of qualifications and Queensland Tertiary Admissions Centre (QTAC) offerings.
- The technology Transformers initiative has had a significant effect in skilling key members of staff in regard to the effective utilisation of ICTs in the classroom, which is having a positive effect on other members of staff exploring the creative use of technology to enhance learning outcomes.
- The Aerospace program is a signature program for Springwood SHS. This highly regarded program offers unique training in this specific field to the students of this area enabling seamless entry in to related industry career pathways.

Affirmations:

- Mentoring of identified Year 12 students provides additional support for students to achieve their learning goals.
- The school has embraced the concepts within the common curriculum elements in all classes from Years 8 - 12. This forms the foundation of exploring higher order thinking for student learning across the school.
- Structural differentiation of learning is evident through a range of strategies at the school which enables individual student potential to be more effectively realised, for example, extension and foundation classes, Academic Excellence Programs, Sporting Excellence Programs and Performing Arts Programs.
- The differentiation booklets and associated strategies employed across faculties and year levels effectively enable an individualised educational service delivery to special education students and learning support students.
- The automotive engineering program provides a highly valued pathway for students and reflects strong community and business links.

Recommendations:

- Foster a rigorous culture for learning among students particularly in the junior school through the effective implementation of a well-conceived and implemented student management plan which is consistently actioned by all members of the school community.
- Enhance the school image and school pride within the school and local community through an effective marketing program aimed at building confidence in school and by actioning a values program and fostering the image of students through effective implementation of relevant policies, for example, uniform and jewellery policies.



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- Continue the development of effective teaching practices through the implementation of a well-conceived pedagogical framework. Support this with professional development and formal mentoring and coaching arrangements characterised by regular evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Further develop in teachers and school leaders a sophisticated understanding and use of data, so that they become self-reflective of their efforts in monitoring the effectiveness of their teaching in meeting both individual and school wide targets. Consider developing a central electronic location/library based on student performance data (for example Springwood SHS Data Warehouse).
- Build the capacity of teachers to design and implement differentiated teaching and learning strategies within individual classrooms, including, how the different needs of students in their classes can be addressed, and how multiple opportunities to learn can be provided.
- Ensure the implementation of rigorous literacy and numeracy intervention strategies across all faculties/key learning areas, which is clearly evident in planning and classroom practice.
- Develop consistent expectations across the school whereby students receive front ended assessment, A level exemplars, curriculum outlines and feedback, to give clarity about what students are expected to learn and be able to do.

