TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – WOODRIDGE SS
DATE OF AUDIT: 21-22 AUGUST 2013

Background:
Woodridge SS has 740 Prep - Year 7 students from a diverse range of abilities and social backgrounds including 10 per cent Indigenous, 44 per cent refugee and 22 per cent Pacifica. The school provides specific learning programs to meet the needs of all students. Strong partnerships with universities and community groups are established.

Commendations:
• Since the last Teaching and Learning Audit, progress has been made in the domains A Culture that Promotes Learning and Targeted Use of School Resources.
• The leadership team is classroom focused and driving improved teaching practices. Leaders model best practice, co-teach differentiated groups and lead planning sessions with all year levels.
• The school ethos is based on high expectations and a clear sense of mutual respect. The students have confidence in their teachers, teacher aides and school leaders and a real sense of pride in the school. All staff members understand the importance of positive and caring relationships. Interactions are focused on the wellbeing of students and on meeting the learning needs of all students.
• Classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.
• The school is driven by a belief that every student is capable of successful learning. High priority is given to building and maintaining positive relationships between staff members, students and parents.
• The significant work undertaken by the Break it Down, Build it up coach and Prep - Year 5 teachers and teacher aides to implement the Language for Learning units has been undertaken in a very professional manner. This initiative is building the staff members’ literacy expertise and pedagogical knowledge and is impacting positively on student outcomes, teacher morale and performance.

Affirmations:
• Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other’s practices. Teachers participate in watching others work sessions and have expressed a desire to receive formal feedback from their leadership team.
• School leaders spend time working with some teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.
• Teachers take responsibility for the changes in their practice required to improve student outcomes and are using data on a regular basis to monitor the effectiveness of their teaching practices.
• All Intensive Language Centre teachers and teacher aides provide culturally appropriate and rigorous differentiated teaching ensuring that every student is engaged and learning successfully.
• All Special Education teachers and teacher aides place a high priority on identifying and addressing the learning needs of individual students. Learning activities are tailored to levels of readiness and need.

Recommendations:
• Continue to develop the whole school pedagogical framework to clarify the kinds of teaching and support this through a planned and formalised approach to coaching and mentoring.
• Continue to develop a strong collegial and self-reflective culture in which teachers invite school leaders and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
• Strengthen written feedback to guide student actions and strengthen those practices that bring the most success for students. Continue to embed the effective use of student learning goals to inform day to day teacher practice and improve student outcomes.
• Continue to build staff members’ data literacy skills. Use literacy and numeracy data to identify gaps and misunderstandings in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
• 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 in the upper two bands.