

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – GABBINBAR SS

DATE OF AUDIT: 23-24 OCTOBER 2012



Background:

Gabbinbar SS has served the community since 1972 and continues to work towards achieving its vision of 'creating a beautiful place to belong, inspire and grow'. Situated in Toowoomba, Gabbinbar SS caters for 376 students from Prep - Year 7. The school prides itself on supporting a diverse student enrolment.

Commendations:

- Since the previous Teaching and Learning Audit in 2010 the school has made improvements particularly in the domains Differentiated Classroom Learning, Analysis and Discussion of Data, Targeted Use of School Resources and Effective Teaching Practices.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully. The tone of the school reflects a school wide commitment to purposeful, successful learning.
- A school wide process has been established for identifying specific student learning needs. Detailed individual students plans are maintained along with case management action plans for each child. The school's Support Teacher Literacy and Numeracy (STLaN) coordinates a detailed and well structured learning support program.
- School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided.
- Data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.

Affirmations:

- The school has an improvement agenda centred around improving reading, reading comprehension, numeracy and the implementation of the Australian Curriculum.
- The Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students. Teachers have participated in professional development learning in First Steps in Mathematics, First Steps in Reading and in gaining their digital pedagogical licence.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact. The school has well established processes to encourage students to achieve their very best.

Recommendations:

- Establish team meeting structures across year levels, where there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Allow teachers to analyse data to inform their teaching and to collaboratively plan, deliver and review the effectiveness of their lessons in these team meetings.
- Provide clarification of school based expectations in terms of teaching and learning practices, which will build consistency of pedagogical practices throughout the school, in all key learning areas (KLAs) over time.
- Continue the development of a school culture where teachers are providing opportunity for students to engage in a challenging learning program that includes the explicit teaching of higher order thinking skills intended to improve the number of students achieving in the upper two bands of NAPLAN.
- Continue to model and empower teachers to build their data literacy skills to take responsibility for the changes required in their teaching practice.
- Implement processes enabling school leaders and teachers to visit classrooms and observe teaching. This will allow staff members to learn from each other and to provide feedback as part of a self-reflective culture focused on improving classroom teaching. Further enhance this through embedding the developing performance framework and by developing a coaching and mentoring program.

