Teaching and Learning Audit
Executive Summary – Leichhardt SS
Date of Audit: 16 July 2013

Background:
Leichhardt SS is located in Ipswich West. The current P - 7 enrolment is 245 students, who come from a broad range of socio-economic and cultural backgrounds. Currently Leichhardt SS is an Indigenous Focus School and a Low Socio Economic National Partnership School. The Principal, Mr Lee Gerchow was appointed in 2009.

Commendations:
- Since the previous Teaching and Learning Audit there has been an improvement in the domains A Culture that Promotes Learning, An Expert Teaching Team and Effective Teaching Practices.
- There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible.
- There is evidence of confidence in the school leadership team, a collegial trust among all staff members and high staff morale.
- A high priority is placed on the promotion of a school culture that promotes learning.
- The Principal and school leaders have facilitated a professional learning community of staff members in an effort to develop an expert and coherent school wide teaching team. This includes a purposeful mentoring strategy that is greatly valued by staff members.
- Human resources are purposefully deployed to deliver a range of initiatives that meet the diverse needs of students.
- Teacher aides are highly valued and acknowledged as paraprofessionals.

Affirmations:
- Parents are encouraged to take a genuine interest in the activities of the school.
- Productive partnerships exist with local community organisations and other schools.
- The school’s curriculum and assessment plans make explicit what and when teachers teach. A collaboratively shared planning process ensures a systematic curriculum delivery.
- The school has developed a process for the systematic collection of English and mathematics assessment data. Teachers make regular use of data to inform class differentiation practices.
- Teachers appreciate feedback from school leaders and welcome opportunities to participate in distributive school leadership structures.
- Aspirant teachers are acknowledged and offered leadership opportunities within the school.
- Teachers expressed openness to observing each other teach and to giving and receiving constructive feedback from colleagues. All teachers are committed to improving their practice.

Recommendations:
- Narrow and sharpen the school improvement agenda so that it focuses on what are determined to be the most immediate priorities. Clearly identify timelines and targets and then communicate this agenda to all stakeholders.
- Ensure that higher order thinking is embedded in planning of all key learning areas (KLAs).
- Strengthen the process for the identification of learning goals for all students through linkages to regular and timely feedback to students. Enhance current processes to include strategies and clear measures for goals.
- Continue to build data literacy skills so that staff members have a sophisticated understanding of data concepts, when monitoring improvement over time and growth across the years of schooling.
- Implement a planned and structured approach that facilitates collegial feedback between teachers, thereby sharing pedagogical strengths across the school wide team.