TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – WAVELL SHS
DATE OF AUDIT: 05/06 AUGUST, 2013.

Background: Wavell State High School is a high school in Wavell Heights, Queensland, Australia, a suburb of Brisbane. Founded in 1959, it is named after the community where it is located, Wavell Heights. It has a current enrolment of 1317 students.

COMMENDATIONS

1. Since the previous Teaching and Learning Audit there has been improvement across the eight domains. Significant increases have occurred in domains 5, 6 and 7.
2. There is a clear focus in the school on high expectations regarding student behaviour, welfare and learning. The students of Wavell SHS speak with great confidence about the trust and confidence that they have in their teachers and the ability of the teachers/administration to assist them to the next phase of their lives.
3. An extensive range of internal, targeted support programs and creative, external partnerships is utilised to maximize opportunities for each student’s learning and improvement.
4. The leadership of the Principal and other members of the Leadership team is a source of strength and clear direction and they are to be commended for their enthusiasm.
5. Teamwork, collegiality and strategic planning are hallmarks of the work of teachers who have been supported by targeted professional development focussing on literacy, pedagogy and higher order thinking.
6. Data is used purposefully and effectively at all levels of the school organisation to guide action and allocation of resources.
7. A research base has been used to select pedagogical approaches and the recent introduction of ASOT (Art and Science of Teaching) provides a clear pedagogical framework to extend current good teaching practice and consistency.
8. Specialist classes and excellence programs target highly talented students and develop them further.

AFFIRMATIONS

1. The compilation of the Class Snapshot by teachers and its use to provide essential data for teachers regarding the historical and current context for each student provides a solid basis for within-class differentiation of all students and has great potential.
2. The current intensive planning undertaken with regard to Junior Secondary is enabling an important review of the pedagogy, pastoral care and accommodation for students in years 7, 8 and 9.
3. The significant work undertaken by Heads of Department and teachers to implement the Australian Curriculum has been undertaken in a highly professional manner to meet student requirements.
4. The parent community has a real ownership of Wavell State High School and the school has a strong reputation as a school for students with wide interests and a range of abilities.
5. The school is using its Pedagogical Framework (ASOT) to improve the pedagogical practice of all teachers with the clear goal of enhancing the number of Expert Teachers at the school.
6. Students are carefully prepared for state and national tests with a view to improving student's test skills and their consequent performance.
7. Support for indigenous students is extensive and varied.

RECOMMENDATIONS

1. Further enhance differentiation by ensuring that teachers know not only who to target, but what skills gaps exist for individual students, thus further informing the selection of appropriate remediation or enrichment strategies. Share this information through professional discussion.
2. Further build a culture of feedback for learning, not only for students based on their formative and summative assessment but also for teachers, by developing further opportunities for feedback and coaching within the ASOT context.
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3. Continue to monitor and refine the significant range of strategies which the school has adopted to bring improvement in the school's NAPLAN results and Core Skills Test results.

4. Continue to use the current methods of feedback to students and strengthen those practices that bring most success for students. Ensure that all students are provided with exemplars of "A standard" work and that all students are required to present a draft in sufficient time to benefit from teacher feedback.

5. Continue to adopt and embed the effective use of the ten ASOT Design Questions to inform day to day teacher practice with the unrelenting focus on improved student outcomes.