TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – WORONGARY SS
DATE OF AUDIT: 29-30 JULY 2013

Background:
Worongary SS is a metropolitan school located on the Gold Coast. The school has a student population of 820 including 22 students with disabilities and is an Indigenous focus school. The Principal, Mr Terry Cornish, was appointed to the school in 2008.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, Expert Teaching Team and Effective Teaching Practices. The school is to be commended for the significant progress made in the domain of Systematic Curriculum Delivery.
- The school recognises the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community.
- The teacher aides are skilled and are highly valued as paraprofessionals in the teaching process.
- Significant attention is paid to the coordination and deployment of personnel from the full range of support programs to meet the diverse learning needs of identified students.
- The Right from the Start project has focused the work of early years’ teachers on reading and writing resulting in significant improvement in student outcomes in both areas.

Affirmations:
- Year level teams collaboratively plan, deliver and moderate the units of work. Professional conversations between members of these teams are evident in daily operations and shape intervention strategies for individual students.
- The gradual release of responsibility for learning model (I do, We do, You do) has been adopted to guide instruction. WALT (We Are Learning To…) and WILF (What I’m Looking For…) are promoted to clarify learning intentions and success criteria of lessons.
- Internal moderation processes, supported by web-based protocols and materials, have been refined and plans exist to extend the process across the Nerang Alliance.
- Some teachers have been trained in coaching methodologies and support their colleagues to improve practices in areas identified through teacher self-reflection.
- The school is actively engaging with many features of the OneSchool functionality for recording and tracking individual student behaviour and academic data, documentation of support provisions and reporting.
- Teachers expressed that they were open to observation and written feedback from the Principal and other school leaders.

Recommendations:
- Refine the explicit improvement agenda to include clear measures, targets and timelines. Document strategic professional development requirements, budget implications and monitoring processes for each strategy. Communicate progression with the school community and celebrate attainments.
- Incorporate formal observations by the Principal regarding expected teaching practices from within the pedagogical framework and the curriculum overview. Include verbal and written feedback and utilise the findings to focus the coaching.
- Refine school expectations regarding annotations in student workbooks. Investigate the connection between written and verbal feedback to students and goal setting to make clear what actions individuals can take to make further learning progress.
- Establish clear guidelines for teachers to embed Higher Order Thinking in all key learning areas (KLAs).
- Ensure the expectations of School Wide Positive Behaviour Support are fully understood and consistently applied by all staff members.