

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – LOGANLEA SHS

DATE OF AUDIT: 16-17 APRIL 2013.



Background:

Loganlea SHS was established in 1980, and is located in the suburb of Loganlea, in the city of Logan. The school is a Low Socio-Economic National Partnership school and has a current enrolment of approximately 600 students. The Principal, Belinda Leavers was appointed in 2010.

Commendations:

- There has been significant progress made since the last Teaching and Learning Audit particularly in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and An Expert Teaching Team.
- The development of the Know Your Students database to provide extensive information about each student including recording details of educational adjustments and anecdotal information. The database also assists teachers to share best practice about differentiation strategies.
- The implementation of School Wide Positive Behaviour Support (SWPBS), and the creation of the Deans of Students positions, has seen an improvement in behaviour management.
- The development of the Stronger Smarter Learning Community through staff participation in professional development, the re-conceptualisation of the Knowledge House and the role of the Head of Department (HOD) Indigenous Education which has placed a focus upon the attendance and achievement of Indigenous students.
- The establishment of the connection office, and the work of the HOD Senior Schooling, with a focus upon providing pathways to work and further education, and improving the academic and vocational outcomes for senior students.

Affirmations:

- The implementation of initiatives designed to improve student attendance, including the appointment of a truancy officer, in addition to the regular publication of attendance data, the School Snapshot, has resulted in an improvement in attendance.
- The development of the Loganlea Way which articulates a strong foundation of values for staff members and students has contributed to the establishment of a culture of high expectations.
- The implementation of the XLR8 program for maths students in conjunction with the YUMI Deadly Centre and Queensland University of Technology (QUT) to improve numeracy outcomes for students.
- The extensive participation in and commitment to professional learning by staff members.
- The work of the Literacy Coach in building staff members' capacity around reading strategies for all teaching staff members.

Recommendations:

- Utilise the extensive Know Your Students database to continue to differentiate teaching for the range of students in classes, including gifted and talented students, to enable individualised and personalised learning for all students.
- Continue to develop and implement the Loganlea Pedagogical Framework using the Symphony of Teaching and Learning and Bloom's Taxonomy. This will provide a common language and consistency for teachers and will contribute to improved outcomes for students.
- Expand the current system of walkthroughs to include formal feedback procedures which are designed to give rich and authentic feedback to teachers in relation to their pedagogy.
- Review the line management system to ensure alignment with the explicit improvement agenda and to quality assure communication throughout the school.
- Continue to develop staff members' capacity through the Developing Performance Framework conversations with staff members.