

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – FERNVALE SS

### DATE OF AUDIT: 30 JULY & 2 AUGUST 2012



#### Background:

Fernvale SS, situated in the Brisbane Valley, is a co-educational primary school from Prep to Year 7 with approximately 550 students. The school offers a broad range of programs in a supportive school environment.

#### Commendations:

- The school tone reflects a commitment to purposeful and challenging learning.
- Students and staff members have a sense of belonging and pride in the school.
- The staff members of the school understand the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community.
- There has been considerable progress since the last audit particularly in the areas of expert teaching teams and differentiated curriculum delivery.
- The leadership team has ensured that data is used school-wide through regular year level meetings with staff members.
- Teachers work effectively in year level teams.

#### Affirmations:

- School leaders explicitly promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.
- There has been particular focus through professional development on preparation for the Australian Curriculum and improved teaching methods in differentiation.
- The staff members appreciate the significant support offered by the school leadership team.
- The Principal and other school leaders have developed and are driving the school's explicit improvement agenda in reading, Australian Curriculum and differentiation.

#### Recommendations:

- Develop consistent school wide practices in the teaching of reading.
- Develop a consistent school wide pedagogical framework.
- Develop whole of school processes which will support school leaders and teachers to visit classrooms and observe teaching, to learn from each other and to provide feedback focused on improving classroom teaching.
- Further develop the school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know with a particular focus on meeting the needs of students achieving in the top two bands on NAPLAN tests.
- Ensure teachers provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.