TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY - TOOWOOMBA EAST SS
DATE OF AUDIT: 9-10 OCTOBER 2012

Background:
Founded in 1887, Toowoomba East is a large primary school within Toowoomba city, which has a proud tradition of providing quality education. The school actively participates in a range of cultural, social and sporting events within and outside the city.

Commendations:
- The staff acceptance and the participation of year level teams in the necessary change process, to implement the Australian Curriculum, is creating a school wide commitment to its successful implementation.
- The school has refined the Data Plan since the last Audit and through the use of data tools such as the ACER iAchieve testing, has begun to provide teachers with important information to shape the teaching and learning program.
- Teaching staff members have demonstrated significant commitment to engage in the wide range of professional development offered by the school evidenced by the successful delivery of First Steps and ICT training.
- The Special Education Program (SEP) staff members offer a range of support programs, including the before school speech intervention program, that are appreciated and respected by staff members and parents.

Affirmations:
- There are some outstanding examples of differentiated practice occurring in some classrooms.
- Classroom practices were observed where the culture reflected meaningful, purposeful and challenging learning for all students in their classrooms.
- The ongoing drive by staff members to increase expectations in Prep is resulting in improved student skills.
- The emphasis on student bookwork is assisting in creating an environment where students demonstrate respect for their work.
- The number of staff members who have achieved ICT Certificates is evidenced in the increased use of technology by teachers.
- The continuing implementation of goal setting for students will provide a clear focus for ongoing improvement driven by ownership and relevancy.

Recommendations:
- Continue the collaborative design and implementation of the Art and Science of Teaching (ASOT) pedagogical framework. Support this with professional development and formal mentoring and coaching, which are characterised by observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Continue to implement differentiation practices so that they are a feature of every teacher’s classroom practices characterised by pre and post testing to determine strength and weaknesses of individual students.
- Refine the school planning documents and include targets and timelines.
- Develop a stronger emphasis on teacher feedback to students as an integral part of the learning process in all classrooms.
- Continue the establishment of a reflective culture where regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about the efficacy of teaching, to identify individual student needs and to personalise teaching and learning activities.
- Enhance opportunities for teachers to have professional conversations around the vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on and extending learning in previous years.