

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – AVIATION HIGH

DATE OF AUDIT: 25-26 AUGUST 2014



Background:

Aviation High was developed as a specialised state high school in 2007. It is located in the suburb of Clayfield within the Metropolitan education region. The Years 8 - 12 school has a current enrolment of approximately 355 students. The Principal, David Munn, was appointed to the position in 2013.

Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in the domains: Analysis and Discussion of Data, A Culture That Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practice.
- The strong leadership of the Principal and the Leadership Team have been pivotal in driving the reinvigoration of the school brand and a strong improvement agenda.
- School leaders are driving improvements in teaching with the implementation of the Art and Science of Teaching (ASoT), as the overarching pedagogical framework.
- There is evidence of recent strong improvement in literacy, numeracy and Year 12 exit outcomes.
- The school has been strategic in the re-deployment of human resources in support of the explicit improvement agenda with re-positioning of Head of Department and Year Co-ordinator roles and investment in a full time Guidance Officer and speech language therapy support.
- A Welfare program with a supporting implementation structure has been developed to enhance student welfare and wellbeing and strengthen the overall positive learning culture of the school.

Affirmations:

- The school has commenced a school wide classroom observation model to support the implementation of the pedagogical framework.
- The school has implemented measures to prepare for the introduction of Year 7 to Junior Secondary.
- Processes to support improved Queensland Certificate of Education (QCE) and Overall Position (OP) attainment in the senior school have been enhanced with improved individual student tracking.
- A consistent approach to the use of class data placemats with improved teacher data awareness and monitoring has been implemented with teachers.
- A common curriculum template for unit planning has been implemented in Junior Secondary.

Recommendations:

- Further communicate, across a range of formats, the explicit improvement agenda and the resulting improvements and successes to sharpen and deepen school wide understanding and further promote the school's unique benefits and positive profile in the wider community.
- Reinforce clear links between ASoT and the pedagogical strategies being applied in teaching to ensure a strong and aligned understanding, shared language and consistent implementation.
- Embed and deepen the program of peer observation of pedagogical practice and feedback to build the capacity of the teaching team, de-privatise practice and develop a reflective professional culture.
- Sharpen the focus and link between the teacher Developing Performance Framework (DPF) and key elements of the explicit improvement agenda, professional learning plan and pedagogical framework and develop regular coaching and mentoring in support of these plans through the line management structure.
- Further embed the use of class data placemats and tracking to monitor and analyse data with focused discussion to inform improvements in classroom practice and decisions about the needs of individuals and groups. Consider and document strategies to differentiate and personalise learning.
- Engage teachers in the use of Dashboard as a central point for engagement with class data.
- Establish processes for the formal quality assurance of the enacted curriculum particularly literacy, numeracy and higher order thinking skills through line management structures and organised discussion between teachers. Ensure that the school's curriculum plan lives and is the reference point for alignment of delivery. Consider the use of OneSchool as the central repository for curriculum.
- Establish an eLearning platform to facilitate student engagement with learning outside the classroom.
- Explore strategies to enhance the quality of feedback to students about their learning, including a process of subject specific goal setting, monitoring and academic coaching.