Executive Summary – Chatswood Hills SS

Date of Audit: 31 July-1 August 2014

Background:
Chatswood Hills SS is a metropolitan school located 21 kilometres south of Brisbane in the city of Logan, within the South East education region. The school has a current enrolment of approximately 669 students P-7. The Acting Principal, David Teale, was appointed to the position at the beginning of 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2011 the school has shown evidence of improvement domains: An Explicit Improvement Agenda, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The school is implementing a formal, structured and strategic approach to the use of Professional Learning Teams with an agenda clearly focused on improving student learning outcomes.
- The school has set an explicit improvement focus around reading and all staff members are actively engaged in the data-driven plan.
- The school leaders have a renewed focus on being highly visible around the school and have an active role in instructional leadership. Their efforts have resulted in teachers feeling supported and the community members flagging a very positive tone across the school.
- The students have become active contributors in their own learning through the recent implementation of the Plan4Me program.

Affirmations:
- The school has a curriculum plan that is aligned to the Australian Curriculum requirements. School leaders are playing an active role in monitoring the delivery of the curriculum.
- The school has an early years targeted intervention reading program Literacy Education Program that is focused on targeted students.
- The school provides a range of leadership opportunities for staff members.
- Parents and carers have a strong sense of ownership and provide important support for the school agenda.
- Three teachers are transitioning with Years 6 and 7 students, sharing pedagogy with teaching staff in Junior Secondary at the local high schools.

Recommendations:
- Engage staff members in the Individual Developing Performance plans and ensure they inform the Professional Learning Plan and align with the school’s explicit improvement agenda in order to improve student outcomes.
- Consider redirecting school funding in order to improve the quality and reliability of the school’s information technology (IT) based infrastructure and Information Communication Technology (ICT) learning resources in classrooms.
- Review and refine the processes used for making judgements on student end-of-semester academic performance with the aim of generating clarity and consistency.
- Continue with the development of the Professional Learning Teams and use coaching and mentoring opportunities to build teacher and team capabilities.
- Review and refine the School Data Plan with particular focus on setting aspirational reading data targets and also increasing the frequency of the reading data cycles.
- Consider realigning targeted school resources based on data to ensure a strong alignment with the explicit improvement agenda.
- Consider the implementation of a consistent school wide approach to the use of the OneSchool platform for tracking both student behaviour and student performance.