Executive Summary – Grand Avenue SS
Date of Audit: 22-23 April 2014

Background:
Grand Avenue SS is a multicultural school located thirty kilometres southwest of Brisbane in the Metropolitan education region. The school has a current enrolment of 1,233 students with approximately one third of students being born in a foreign country. The Principal, Mrs Desley Brassington, was appointed in 2011.

Commendations:
• Since the previous Teaching and Learning Audit in 2011, improvements have been made in the domains of: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture that Promotes Learning; An Expert Teaching Team and Systematic Curriculum Delivery.
• The Principal and other school leaders have united parents, teachers and students in relation to the school improvement agenda, through a focus on high expectations and a consistent pedagogical practice across the school.
• The highly successful work of the Curriculum Leadership Team is built on a very strong alignment of curriculum vision and practice. This is supported by a strong collegial culture and high levels of sharing and professionalism.
• Staff members and parents report high levels of confidence in the leadership and development of whole school systems and processes. This has been reinforced by a sustained lift in student learning outcome data over recent years, especially for high achieving students.
• The investment in, and development of, Grand Avenue’s Phonograms Program to support early literacy development, has had a significant impact on student literacy standards. This has led to rates of improvement in student learning data, in some cases above the national averages.

Affirmations:
• The level of OneSchool documentation in curriculum planning by staff members to support the differentiation of teaching strategies, has set up a great platform for supporting a range of student learning needs on an ongoing basis.
• The introduction of highly specific targets and goal setting for some students is helping develop a clear focus for teaching and learning. Staff members are using student learning data very effectively.
• The strong focus on assessment, calibration and moderation is assisting to align common reporting standards, curriculum intent and delivery across the school.
• The school has an ongoing working relationship with the local high school in relation to senior primary school students making the transition to Junior Secondary. Activities between the schools include the sharing of pedagogical practices, Head of Department visits to primary curriculum planning sessions, work shadowing, orientation activities and sharing of data sets.

Recommendations:
• Continue to implement the school’s Pedagogical Framework supported by professional development, coaching, mentoring and teacher feedback to drive consistency regarding the preferred teaching practices and routines. Consider a review of explicit teaching practices as part of this process.
• Continue to develop the school’s model for the tight alignment of resources to support teaching and learning priorities. In particular, continue to develop a more seamless approach to the delivery of special education, learning support and intervention programs.
• Further develop staff members’ understanding and skills in relation to differentiating learning for the full range of learners. Consider cross class programs as part of the structural differentiation.
• Develop staff member and student feedback processes and align the staff member feedback to the implementation of the school’s Developing Performance Framework (DPF) processes and school wide school improvement priorities.