TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – PALMWOODS SS
DATE OF AUDIT: 31 MARCH – 1 APRIL 2014

Background:
Palmwoods SS is located in the Sunshine Coast area of the North Coast education region and has an enrolment of approximately 512 students from Prep to Year 7. The current Principal is Mr Peter Wilson.

Commendations:
- There has been significant improvement since the last Teaching and Learning Audit in 2011 in the domains of: An Explicit Improvement Agenda; Analysis and Discussion of Data; Differentiated Classroom Learning and Effective Teaching Practices. An improvement has been made in the domain of An Expert Teaching Team.
- All staff members are immersed in the Kagan Cooperative Learning theory and use it very well in classrooms, leading to increased student engagement and participation.
- The school is presented in an attractive manner by staff members to ensure that students are being educated in stimulating environments.
- A clear agenda for 2014 has been developed and all staff members know and understand the agenda.
- The Principal and other school leaders have identified Expert Teachers in the school and through mentoring and coaching arrangements, are utilising their skills to build capacity in other staff members.
- The school has developed an innovative approach to developing success criteria for students by creating Tuft Sheets. These sheets are tailored to meet the needs of students across the school and are differentiated for different assessment tasks. Students have a clear understanding of the purpose of the Tuft Sheets.
- The Literacy Lift strategy is a creative way to ensure students’ individual reading needs are being met.

Affirmations:
- Consistent approaches to structural differentiation practices are in place, with students in many year levels being streamed for mathematics and English.
- The school has restructured its staffing model in 2014 to ensure a Head of Curriculum is employed to enact appropriate supervision of delivery of the Australian Curriculum.
- Differentiation Dug-Outs are being used consistently across the school to ensure that differentiation practices are occurring.
- The Principal conducts formal observations of teaching in classrooms and provides written feedback to teachers.
- Words Their Way has been established as the school’s spelling program.
- Work has been done to ensure that the transition of Years 6 and 7 students into Junior Secondary is successful, with much work being focused on transition programs.

Recommendations:
- Conduct an audit of time allocations in English and mathematics to ensure that transitions to streamed lessons are not impacting significantly on teaching time.
- Consider how staff members’ work efforts can be recognised in an appropriate way.
- Enhance work currently in progress, around setting learning goals by developing targets in writing, reading and numeracy for all students.
- Continue to utilise the talents of staff members and provide opportunities for teachers to learn from those with expertise in particular areas.