TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – OXENFORD SS
DATE OF AUDIT: 13 – 14 OCTOBER 2014

Background:
Oxenford SS is located at the northern end of the Gold Coast, within the South East education region. The school has a current enrolment of 615 students from Prep – Year 7. The Principal, Vicki Marchmont, was appointed to the position in 2014.

Commendations:
- Since the previous Teaching and Learning audit in 2011, there has been improvement in the domains: An Explicit Improvement Agenda; and An Expert Teaching Team.
- A clear, well-understood explicit improvement agenda is in place. This describes the core priorities for improvement in mathematics, reading, behaviour and attendance.
- Staff members demonstrate a strong commitment to the school and future improvement. There is clear willingness among teaching staff to learn from each other and participate in professional learning that is aligned with the improvement agenda. Teaching staff are committed professionals who demonstrate a high level of initiative as individuals.
- A high level of confidence in the current Principal is evident throughout the school community. Parents and staff members speak very highly of the Principal's passion for the school.
- The school provides a highly nurturing and caring environment for students, and in the context of significant growth, the school has sustained the feel and strengths of a smaller school.
- There are some examples of sophisticated teaching practices evident in classrooms. These include *Crack the Code* and *Strive* which aims to improve the phonemic awareness of students in the early phase of learning.

Affirmations:
- Effective links have been made with the local high schools to ensure that students and teaching staff are well prepared for Junior Secondary in 2015.
- The school is implementing the Department's Developing Performance Framework (DPF) for staff members.
- Classrooms are well-organised learning environments with students having the opportunity to access a range of appropriate technology for learning.

Recommendations:
- Clarify the school's pedagogical framework with all staff members to ensure that a rich understanding of the types of teaching and common standards of practice emerge in every classroom.
- Build on the capacity of each year level team to harness the quality teaching that occurs in some classrooms, in order to scale powerful practices across the school.
- Enrich the committee and team structure that is currently in place so that team leaders are empowered to lead conversations around data, curriculum and effective teaching.
- Empower the newly appointed Head of Curriculum (HOC) to engage in a comprehensive review of the cycle of curriculum planning, teaching, assessment and reporting that occurs throughout the school. This review needs to focus on strengthening vertical and horizontal alignment of curriculum.
- Consolidate approaches to differentiation in all classrooms, and identify a framework for differentiation that is understood and used by all teaching staff so that the learning needs of all students are met.
- Engage teaching staff in collaborative conversations around quality teaching and learning, as well as, enabling expert teachers to mentor and coach across the school as appropriate.
- Negotiate with teaching staff the range of professional and purposeful observations that will take place in the school and ensure effective feedback loops are developed with all teaching staff.

Queensland
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