

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – EMU PARK SS

DATE OF AUDIT: 3 SEPTEMBER 2013



Background:

Emu Park SS is located on the Capricorn Coast approximately 35 kilometres east of Rockhampton. The school caters for approximately 390 students from Prep - Year 7. The school has experienced significant enrolment growth in the past two years.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Expert Teaching Team, A Culture that Promotes Learning, Effective Teaching Practice, Differentiated Classroom Learning and Systematic Curriculum Delivery.
- The explicit improvement agenda, with a focus on reading and mathematical algorithms, was evident in all classrooms. Extensive internal school data has shown that students are making progress towards school targets.
- A strong optimistic commitment to the school improvement agenda is driving changes to teaching practices in the focus areas.
- Extensive data sets are being used throughout the school to track individual student improvement and to identify gaps in learning. Data sets are also tracking student improvement across the years of schooling.
- Staff members expressed an optimistic outlook for continued improvement across a range of indicators. Strong support was indicated for the strategic direction of the school and the support provided by the leadership team.
- The work of a Pedagogical Coach is assisting with the school wide implementation of pedagogical models. It has provided school leaders with the opportunity to provide feedback around clearly understood frameworks.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science and have reflected on how best to address the curriculum requirements of multi-age classes. Internal tracking of C2C units will ensure continuity of teaching resources.
- The internal tracking of student behaviour levels linked to a rewards program is assisting the school to reinforce positive behaviour expectations.

Recommendations:

- Continue to develop the whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions are key elements of the school's push for improved teaching and learning.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.
- Continue to ensure that there are school wide high expectations of every student's learning and that these expectations are evidenced by aspirational individual targets established for all students.
- Continue to develop a strong collegial and self-reflective culture in which teachers invite their colleagues to observe their teaching, discuss their work with them and provide feedback.
- Continue to use objective data to reflect on the effectiveness of teaching practices.