

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – SLADE POINT SS

DATE OF AUDIT: 2–3 JUNE 2014



### Background:

Slade Point SS is a provincial school located on the eastern beaches of Mackay in the Central Queensland education region. The school has a current enrolment of 226 students from Prep – Year 7, with 35 percent of students being Indigenous. The Principal, Rod Finney, was appointed to the position in 2013.

### Commendations:

- Since the previous Teaching and Learning Audit in 2011, there has been significant improvement in the domain of Systematic Curriculum Delivery.
- The Head of Curriculum (HOC) has worked tenaciously to ensure a robust and organised curriculum plan is in place for teaching staff.
- The Principal recognises that analysis of student performance data is essential and schedules regular meetings with teaching staff to engage in purposeful conversations focused on data.
- The school values teacher aides and provides professional development for teacher aides to support reading in the classrooms.
- The Teacher Librarian has developed an attractive and stimulating learning environment that acknowledges and celebrates the Indigenous population and provides significant learning opportunities for all students.

### Affirmations:

- The Support Teacher Literacy and Numeracy (STLaN) has compiled a comprehensive data set concerning student performance in reading and writing, and has a sound knowledge of student needs in these areas.
- The Leadership Team has identified two frameworks, *RUCSAC* and *SCORE*, as two key tools for improving pedagogy in English and mathematics respectively.
- Teaching staff at the school are engaged in a coaching and mentoring program and the Principal provides written feedback to teachers.
- Partnerships have been established with the Northern Beaches cluster to ensure effective moderation of assessments and grades in the core subjects of English, mathematics, geography, history and science.

### Recommendations:

- Identify clear and concise expectations for teaching practice and empower school leaders to supervise the delivery of these expectations in classrooms.
- Develop consistent and aspirational targets for student performance across the school and continue to monitor student performance against these targets.
- Ensure that effective differentiation occurs for all students and research strategies are implemented to challenge high performing students.
- Develop a positive approach to managing student behaviour that is consistent with the school's pedagogical framework and is centred on high quality learning and high levels of student engagement.
- Align the Developing Performance Framework (DPF) planning process with the school's explicit improvement agenda and the Australian Standards for Teachers (ASoT) to ensure professional learning reflects systemic, school and individual teacher requirements.
- Identify the components of quality professional learning in schools and engage teaching staff in collaborative conversations around quality teaching and learning to deliver high standards of achievement.
- Continue to supervise and monitor consistent curriculum delivery to ensure horizontal and vertical alignment across the years of schooling.
- Ensure communication with the local high school continues to ensure students and teaching staff are thoroughly prepared for Junior Secondary in 2015.