

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MOUNT PERRY SS

DATE OF AUDIT: 20 AUGUST 2012



Background:

Mount Perry SS is located in the Bundaberg District about 51 kilometres west of Gin Gin and 100 kilometres from Bundaberg. Established in 1871, the school has been the central focus for the community and surrounding areas. The school community is characterised by a wide range of socio-economic backgrounds, various work situations and diverse living arrangements.

Commendations:

- There has been significant improvement since the last Teaching and Learning Audit in the implementation of An Explicit Improvement Agenda. The school improvement agenda has been effective in focusing the whole school's attention on the core priority of reading.
- A substantial amount of work has been completed in the development of the School Wide Positive Behaviour Program, which is making a difference to the school culture, through a consistency of approach to behavioural issues by teachers.
- The Principal has ensured that data is used school wide through regular discussions with staff members particularly in reading.
- A strong collegial culture has been established and teachers have an overt and shared commitment to the improvement of their teaching
- Since the last audit there has been significant improvement in the way the school has creatively deployed and maximised school and community resources, to implement a range of initiatives, to enhance teaching and learning.

Affirmations:

- The school has developed processes for identifying student learning needs and applies available resources to meet these needs, through structured support in classrooms by staff members.
- The school has successfully undertaken the implementation of the Australian Curriculum in English, mathematics and science. The curriculum delivery plan provides a context for delivering the required curriculum as detailed in the QCAR Framework.
- The Principal identifies the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students. There is a documented professional learning plan and staff members have completed Developing Performance Plans.

Recommendations:

- Develop further, the tracking of students' learning and review assessment tools to ensure they meet the needs of the students across other key learning areas. Progress the priority needed to give provision of professional development aimed at building teachers' data literacy skills. Build on this understanding to identify gaps in student learning, modify their teaching practices, and provide feedback to students and to monitor student improvement over time.
- Further develop differentiation by ensuring all teachers' planning records how the different needs of individual students are addressed and how multiple opportunities to learn are provided. Target models of differentiation in order to build and enhance knowledge of strategies for teachers. This will enhance a whole school approach to improving student achievement.
- Enhance the collegial culture through teachers having an overt and shared commitment to the improvement of teaching and openness to critique by colleagues. This enhancement will be reflected in teachers regularly inviting leaders and colleagues to visit their classrooms, to observe their teaching and provide constructive feedback. Engage in professional conversations and reflections with colleagues on effective teaching practices and undertake observations of quality teaching practices with other highly skilled teachers.



- Review strategies to provide opportunities for all parents to engage and support the school. A key component of this will focus on strategies to provide training for parents and engage them in the school improvement agenda.
- Sharpen the school's explicit improvement agenda by clarifying and aligning pedagogical practices expected for teaching and learning across the whole school. This will enhance the quality teaching already in place and bring more clarity to 'the how' of teaching and learning at Mount Perry SS. Monitor the implementation of these practices by school leaders visiting classrooms.
- Create opportunities for investigating Curriculum into the Classroom planning, assessment and moderation of student work with other schools.