

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - MISSION BEACH SS

DATE OF AUDIT: 15 OCTOBER 2014



Background:

Mission Beach SS is a rural school located at Wongaling Beach between Cairns and Townsville, within the Far North Queensland education region. The P – 7 school has a current enrolment of approximately 309 students. The Principal, Gordon Robertson, was appointed to the school in 1991.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains: Analysis and Discussion of Data, Systematic Curriculum Delivery and Differentiated Classroom Learning. There has been progress made in the domains: A Culture that Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team and Effective Teaching Practice.
- The Explicit Improvement Agenda (EIA), with a focus on writing and Early Years literacy, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). A whole school reading script and the *Seven Steps to Writing Success* have been implemented across all year levels.
- The Principal regularly visits classrooms. Teachers have participated in classroom observations by the Principal which included verbal and written feedback.
- The Principal clearly articulates that reliable data on student learning is crucial to school improvement. The school has implemented systematic data collection to inform planning and monitor the effectiveness of teaching and student learning across the years of schooling.
- The school has high expectations for every student, classrooms are calm and purposeful and there is a happy optimistic tone.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The school has adopted the *Positive Behaviour for Learning* approach, reinvigorating the use of positive behaviour processes and data-driven decision making.
- Teachers are planning and delivering differentiated teaching for the full range of learners in their class based on systematic data collection and analysis. They are also adjusting assessment tasks based on student ability.
- The school is working closely with the local high school on curriculum and pedagogic alignment to support the transition of Years 6 and 7 students to Junior Secondary.
- Teachers are currently exploring the Australian Professional Standards for Teachers in preparation for their next round of the Department's Developing Performance Framework (DPF) conversations.

Recommendations:

- Develop a whole school cycle of unit delivery to meet the curriculum demands of changing multi-age class combinations and ensure the vertical alignment and consistency of curriculum delivery across the years of schooling.
- Strengthen and monitor the agreed moderation protocols to consistently assign A-E ratings at reporting times.
- Continue to provide professional development aimed at building on staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Implement the use of the Australian Professional Standards in Developing Performance Plans for teachers in 2015, linked to the EIA, formalised coaching and mentoring processes and the Professional Learning Plan.