

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – MORETON DOWNS SS

### DATE OF AUDIT: 15-16 OCTOBER 2014



#### Background:

Moreton Downs SS is located 46 kilometres north of Brisbane, within the North Coast education region. The school was established in 1995 and has a current enrolment of 720 students from Prep – Year7. The Principal, Brad Roberts, was appointed in 2014.

#### Commendations:

- The Pre-Prep program provides an opportunity to prepare students and families for the start of their schooling life at Moreton Downs State School.
- The Numeracy coach is establishing processes and a culture for building teacher capacity in the teaching of mathematics.
- Some teaching staff demonstrate creative and innovative ways to monitor student achievement with their individual learning goals.
- The Leadership Team are keen to embrace the Quadrennial School Review process with a view to review current processes and programs and maximise teacher capability and improved student performance.

#### Affirmations:

- Teacher Aides are provided with professional development opportunities in reading, writing and behaviour management to enhance support for students in classrooms.
- Some use is made of differentiated teaching, for example, differentiated reading groups.
- The school has a process for a successful Year 6 and 7 transition into Junior Secondary, including reciprocal visits, specialised lessons and information sessions.
- Teaching staff have Personal Development Plans aligned to the Developing Performance Framework (DPF).

#### Recommendations:

- Develop an explicit improvement agenda to focus, narrow and sharpen the whole school community's attention on the core learning priorities determined by the analysis of systemic and school wide data.
- Develop a school wide pedagogical framework to build a rigorous teaching and learning culture.
- Develop a Professional Learning Plan that includes all staff members and aligns with the schools' Annual Implementation Plan (AIP), each staff member's Professional Development Plan and the Australian Standards.
- Develop and document the roles and responsibilities of the Leadership Team to support the processes for building teacher capacity and skills. Clarity around what coaching, mentoring, instructional visits and walkthroughs are will ensure deeper understanding for teaching staff.
- Develop a data plan that clearly outlines collection timelines for year level targets and benchmarks for literacy and numeracy assessment data.
- Develop a school Curriculum Plan that includes all year levels and all subjects. Further to this develop a whole school, sequenced process for curriculum planning and delivery that supports consistency with teaching and learning expectations, rigorous unit plans, and common assessment tasks for a whole school moderation process.
- Develop a culture whereby individual and class student data on achievements, progress, strengths and weaknesses regularly informs teachers to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.
- Further progress the rigor around planning by enhancing teacher's capacity to advance structural differentiation to differentiation within the unit plans. Also develop teachers' ability to respond to students learning within their weekly/daily planning, particularly the higher achieving students.
- Review the roles and responsibilities of the learning support staff and include them in the planning to provide clarity around pedagogical practices needed for the differentiation.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork, as well as, displaying current student work and relevant visually appealing artefacts.

