



Mount Mee State School

Teaching and Learning Audit Action Plan

2014

Commendations

- There has been significant progress made since the previous Teaching and Learning Audit in the domains: Targeted Use of School Resources; An Expert Teaching Team; Systematic Curriculum Delivery; and Effective Teaching Practice.
- The explicit improvement agenda with a focus on reading, writing, numeracy and maximising the potential of all students by improving the differentiation of curriculum and instruction, has been communicated to staff members, parents and is articulated in the *Annual Implementation Plan (AIP)*. The school's Developing Performance Framework (DPF) has a focus on improving the skills and knowledge of staff members through professional development in literacy, numeracy and explicit instruction, as well as technology and inclusive practices in the classroom.
- The school's pedagogical framework, aligned to Robert Marzano's *Art and Science of Teaching (ASoT)*, provides an overarching organisational structure to achieve the school's purpose of preparing young people to lead productive lives.
- Teachers, teacher aides and parent helpers support students in guided reading and the explicit teaching of comprehension strategies. Individual reading, spelling and numeracy data has shown that students are making progress towards school targets.
- Staff members regularly meet and discuss strategies to cater for the individual learning and social needs of all students.
- Student monitoring, reading and spelling groups have supported the explicit teaching of literacy, with evidence of improved student outcomes.

Affirmations

- Teaching staff have implemented *Curriculum into the Classroom (C2C)* units in English, mathematics, science, history and geography, and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The school's *Responsible Behaviour Plan for Students (RBPS)* has been recently reviewed and approved by the school community.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with staff members, resulting in class targets being set for reading, writing, spelling and numeracy.

Recommendations

- Continue to refine the whole school pedagogical framework. Ensure there is 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.
- Provide opportunities for staff members to improve their ability to effectively interpret data and realign their classroom practices.
- Support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in class planning documents.
- Develop a strong collegial and self-reflective culture in which teaching staff invite the Principal and colleagues to observe their teaching, discuss their work and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Provide professional development opportunities for staff members to enhance their observation and feedback techniques.
- Continue to develop strong connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition of students into Junior Secondary.



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Audit Element	Current Rating	Our next step in the journey	How we will achieve this	Timeline
<p>An explicit improvement agenda</p> <p>The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear school-wide targets for improvement have been set and communicated, with accompanying timelines.</p>	High	<p>The principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances, is aligned with state-wide improvement priorities and includes clear targets with accompanying timelines, which are rigorously actioned.</p> <p>The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.</p> <p>Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</p>	<p>Maintain the use of student performance data to develop annual improvement agendas that are focused on curriculum outcomes.</p> <p>Sustain reading performance through the targeted intervention programs.</p> <p>Improvement agendas are refined to one key priority each year, derived from the SSP and AIP. Staff will utilise the Improvement Agenda to inform personal developing performance plans and guide appropriate professional development opportunities.</p> <p>Teachers use student performance data to influence decisions in their classroom and can use this data in curriculum meetings with the principal to support actions.</p>	<p>January 2015</p> <p>Ongoing</p>
<p>Analysis and discussion of data</p> <p>A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with like-schools; and, in the case of data from tests such as NAPLAN, measures of student growth across the years of school.</p>	High	<p>The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. Test data in literacy, numeracy and science are key elements of this plan.</p> <p>Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of data concepts (eg, value added; growth; improvement; statistical significance).</p> <p>Teachers are given test data (including NAPLAN) for their classes electronically and are provided with, and use, software (eg, <i>Excel</i>) to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre and post-test results.</p> <p>Teachers routinely use objective data on student achievement as evidence of successful teaching.</p>	<p>Reinforcement of the school's assessment policy and continually refine data collection sources to ensure a broad range of tools are used to build a clear student profile.</p> <p>Maintain current practices in identification of student needs and presentation of student performance data at staff meetings and in individual curriculum meetings.</p> <p>Work with teachers on the use on the use of OneSchool Classroom Dashboard Tools.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



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<p>A culture that promotes learning</p> <p>The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.</p>	<p>High</p>	<p>The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes.</p> <p>Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high. There is a happy, optimistic feel to the school.</p> <p>High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.</p> <p>Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school. A strong collegial culture has been established.</p> <p>Teachers have an overt and shared commitment to the improvement of teaching, and openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.</p>	<p>Review school procedures to ensure that interruptions to core teaching time for teachers is minimised, particularly at the start and end of the day.</p> <p>Student support mechanisms are driven around student engagement and high expectations. Programs are individually targeted and involve a commitment from both the school and parents to work towards student success.</p> <p>Maintain collegial practices with the P&C and wider parent body. Extend school leader presence in the school grounds before and after school, actively engaging parents in conversations around school programs.</p> <p>Continue to refine classroom observation and feedback processes, focusing on domains of ASoT. Engage key staff in classroom profiling training.</p>	<p>October 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Targeted use of school resources</p> <p>The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.</p>	<p>Outstanding</p>	<p>A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. Records of individual student needs, achievements and progress are maintained centrally and shared across year levels.</p>	<p>Refine Catering for Diversity identification processes and ensure alignment with current school assessment policy and procedures.</p> <p>Ensure all staff access to key student records that influence student performance in and out of the classroom, through the use of OneSchool</p>	<p>January 2015</p>



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<p>An expert teaching team</p> <p>The school has found ways to build a professional team of highly able teachers including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.</p>	<p>High – with elements of Outstanding</p>	<p>The teaching staff of the school are experts in the subjects they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies.</p> <p>Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.</p> <p>School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching</p>	<p>Refocus professional development through staff meetings around ASoT. Engage Pedagogical leaders from cluster schools to support staff development and lead workshops with all staff.</p> <p>Sustain individual curriculum meeting processes during 2015 with a focus on staff development, student performance and curriculum planning.</p> <p>Reinforce the use of the PST and ASoT self reflection tools during professional conversations and planning around DPF.</p>	<p>Fortnightly staff meetings. Ongoing.</p> <p>Ongoing.</p> <p>Oct 2014 - Ongoing</p>
<p>Systematic curriculum delivery</p> <p>The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and caregivers.</p>	<p>High</p>	<p>The school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Australian Curriculum and the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school.</p> <p>A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.</p> <p>Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.</p>	<p>Sustain current curriculum plans and extend whole of school planning to integrate final stages of the Australian Curriculum utilising planning tools from QCAA.</p> <p>Principal to work through mapping processes with individual teachers ensuring alignment between the Australian Curriculum, classroom planning and assessment expectations.</p>	<p>Ongoing</p> <p>Curriculum Meetings - Ongoing</p>
<p>Differentiated classroom learning</p> <p>In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of</p>	<p>High</p>	<p>The principal and other school leaders actively promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be</p>	<p>Maintain current practices of differentiation in teaching and refine documentation practices to ensure commonality across the school.</p> <p>Maintain pre-planned, spontaneous and reflective differentiation practices and review</p>	



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<p>individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.</p>		<p>optimally engaged and challenged, and individual learning plans have been developed for a least some students. Differentiation is a priority of the school and a feature of every teacher's practice.</p> <p>Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.</p>	<p>documentation processes for this.</p>	
<p>Effective teaching practices</p> <p>The school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning.</p>	<p style="text-align: center;">High</p>	<p>The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well known positions on the kinds of teaching that they wish to see occurring.</p> <p>All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).</p> <p>School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p>	<p>Increase the amount of modelled instructional episodes from school leaders as examples of effective teaching practices. Utilise the PST tools through AITSL to assist teachers in moving from Proficient or Highly Effective to Lead Teachers.</p> <p>Work with current Lead Teachers to receive accreditation.</p>	<p>By December 2015</p>



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Discipline Audit Action Plan

2014

Commendations

- The school has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground.
- The expectations: We Value Learning; We Act Safely; and We Respect and Value Each Other are evident in the actions of all students.
- Professional development, particularly in the field of research based improvements and self-reflection tools, are a priority in every staff members' Professional Performance Plan.
- Expectations are developed through the promotion and use of the Habits of Mind higher order thinking strategy. The school's Chaplain organises a breakfast program every fortnight and runs the Rock and Water and Vital programs throughout the year.
- The school environment, vegetable gardens, recycling, composting and vegetation regeneration projects, reflects a sense of belonging and pride that is evident across all areas of the learning community.
- The school has established a Tots Group which meets every second Friday providing additional opportunities for families to be informed and involved within the school.
- Students and their families are well aware of the school's expectations and consequences of inappropriate behaviour.

Affirmations

- All teaching staff actively review the school's expectations each week and continue to revise the behaviour rules within their classrooms and the playground.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- Risk management and extensive individual behaviour plans have been developed for students when needed.
- Overall student behaviour is of a very high standard and adopted strategies are working successfully.
- There is evidence that school generated data has been utilised when reviewing individual behaviour plans and school routines.

Recommendations

- Continue to refine and embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the school's data plan so that behaviour and attendance records are included in the systematic collection of data.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school's approach to behaviour management and school program development.
- Review the data collection process to ensure that both positive and inappropriate behaviour incidents are recorded in OneSchool in order to allow a full analysis of student data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard when technology connectivity improves.



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Audit Element	Current Rating	Our next step in the journey	How we will achieve this	Timeline
<p>Principal Leadership The principal and school leadership team have established and are driving a strong, positive learning culture, grounded in evidence from research and practice. Explicit and clear school-wide expectations have been established with families, teachers, and students. Strong procedures are in place to encourage a school-wide, shared responsibility for student management, and to encourage the development of a culture that promotes learning.</p>	<p>High</p>	<p>The principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour and outcomes. This agenda is widely communicated, understood and rigorously actioned. There is a strong and optimistic commitment by all staff to the school-wide approach to managing student behaviour and the development of a culture that enhances learning.</p> <p>School leaders have developed a positive school-wide approach to managing student behaviour that is grounded in research and is evidence based. This approach is built around high expectations, core values and a commitment to excellence and is systematically implemented across all areas of the school.</p> <p>School leaders place a high priority on the on-going professional learning of all staff and on the development of a school-wide, self-reflective culture focused on student engagement.</p> <p>Teachers take responsibility for the changes in their practices required to align with school wide expectations of student behaviour management.</p>	<p>Maintain parent information sessions at the commencement of each school and sustain regular communication about school behavioural expectations, current trends and areas of excellence through school newsletters.</p> <p>Continue to develop upon the three school's expectations, linking directly to the types of behaviours that students, staff and the community should display within the school.</p> <p>Revisit behavioural PD in 2015 for all staff.</p>	<p>Ongoing</p> <p>January 2015</p>



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<p>Parent and Community Engagement The school actively seeks ways to enhance student learning, wellbeing and discipline by partnering with parents and families, other education and training institutions, and where appropriate local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and by providing access to experiences, support and intellectual and/or physical resources available within and beyond the school. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.</p>	<p>High with elements of Outstanding</p>	<p>The school actively engages the full range of parent representatives in developing the school's approach to behaviour management.</p> <p>Parents and community demonstrate strong support of the school's behaviour expectations. They know and strongly support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.</p> <p>A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.</p> <p>School leaders place a high priority on developing the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies.</p>	<p>Maintain regular communication with parents through positive letters of student performance and regular feedback opportunities with classroom teachers.</p> <p>Maintain early notification processes with parents to ensure negative behaviours remain in check.</p> <p>All staff continue to model behavioural expectations from the RBPS and explicitly teach these behaviours to students. School leaders communicate these behaviours through newsletters and community fliers.</p>	<p>Ongoing</p>
<p>Data Informed Decision Making A high priority is given to school wide analysis and discussion of systematically collected data on student behaviour. Data analyses consider the overall picture of school student behaviour as well as the behaviour of particular cohorts of students and individual students. Data is used to evaluate the success of policies, procedures and programs to plan and enact a continuous improvement process. Data is used to develop and adjust the overall school behaviour management procedures and policies to assist leaders in the creation of a safe, supportive and disciplined learning environment.</p>	<p>High</p>	<p>The principal and other school leaders clearly articulate their belief that reliable data on student behaviour and achievement are crucial to achieving a safe, supportive and disciplined learning environment as reflected by school data relevant to the specific school community.</p> <p>School leaders systematically gather and interrogate attendance, achievement and behaviour data, including positive and inappropriate behaviour, to develop behaviour plans which meet the differentiated needs of cohorts and individual students.</p> <p>A systematic process, led by a school leader, involving the regular analysis of student behaviour and achievement data at student and systems level, is used to evaluate the implementation and effectiveness of the school's behaviour plan and all interventions to inform decision making. The data is used to stimulate discussion on the effectiveness of behaviour management strategies.</p>	<p>Upgrade bandwidth and wireless connectivity across the school to support the accessibility to OneSchool as a central point for data collection about positive and negative behaviours.</p> <p>Maintain student behavioural data as an inclusion in fortnightly curriculum meetings with teachers. Include in general staff meetings.</p>	<p>2015</p> <p>Jan 2015</p>



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<p>Clear Consistent Expectations for Behaviour</p> <p>The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes engagement. The school has a coherent plan outlining positive school-wide expectations and appropriate behaviours. These expectations and behaviours are clearly defined, widely communicated, embedded in practice and can be evidenced in the behaviour of students. Strong processes and procedures are in place to ensure a safe, supportive and disciplined learning environment and to encourage the development of a culture of continuous professional learning that includes classroom management practices</p>	<p>High</p>	<p>The school has a small number of positively stated school-wide expectations and appropriate behaviours that are clearly defined and embedded in practice. These expectations are highly visible throughout the school environment and are continually communicated in school documentation, newsletters, meetings, assemblies and are evident in the behaviour of the students.</p> <p>All teaching staff members are regularly engaged in professional development, including at initial induction, to ensure behaviour processes are implemented consistently across the school.</p> <p>The school has developed a continuum of proactive, evidence based interventions to respond effectively to inappropriate student behaviour, extending from the least intrusive (corrective feedback) to the most intrusive (referral to the office) and this continuum is consistently applied by all staff as measured by data regularly reviewed by the school team.</p>	<p>Continue to reinforce the school's expectations and sustain a clear focus of these and what behaviours are demonstrated by all members of the school in achieving these.</p> <p>Include Behavioural PD into the 2015 – 2017 PD plan to ensure all staff are engaged in constant review of their practices and enhancing their capabilities in conflict reduction.</p>	<p>Ongoing</p>
<p>Explicit Teaching of Appropriate Behaviour to all Students</p> <p>The Principal and other school leaders recognise that a safe, supportive and disciplined learning environment is a key to improving student learning throughout the school. They take a strong leadership role in encouraging the use of research-based classroom management practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and engage in the explicit teaching of desired behaviours.</p>	<p>High</p>	<p>The principal and other school leaders have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement is a key to improved student learning and have clear and well-known positions on the kind of evidenced-based behaviour support strategies and interventions they wish to see occurring.</p> <p>Clarity about how students are expected to behave, high expectations of every student's behaviour, explicit teaching of expected behaviours, individualised behaviour support and timely feedback to guide student behaviour are key elements of the school's push for effective behaviour management.</p> <p>The school leadership team actively promotes the use of differentiated behaviour management strategies for ensuring that every student behaves appropriately. School leaders have given a very high priority to understanding and addressing the behaviour needs of all students. A range of initiatives are implemented for individuals and groups. Differentiated behaviour management strategies are a feature of every teacher's practice.</p>	<p>Continue to monitor physical and human resources and align these to the appropriate needs basis.</p>	<p>Ongoing</p>