

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – MOUNT MEE SS

### DATE OF AUDIT: 23 JUNE 2014



#### Background:

Mount Mee SS is located between Dayboro and D'Aguiar in the Metropolitan education region. The school has a current enrolment of 86 students from Prep to Year 7. The Principal, Trevor Buchanan, was appointed to the position in 2010.

#### 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.