

TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY – AVOCA SS

DATE OF AUDIT: 11-12 AUGUST 2014



Background:

Avoca SS was established in 1980 and is situated on the northern side of Bundaberg within the North Coast education region. The school has a current enrolment of approximately 453 students. The current Principal, Michael Kiss, was appointed in an acting capacity in January of 2014.

Commendations:

- Since the previous Teaching and Learning Audit in 2010 there has been significant improvement in the domain: Systematic Curriculum Delivery.
- The Principal and Leadership Team have continued to develop and are driving a detailed school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances and is aligned with state-wide improvement priorities.
- The school's approach to recording an Individual Support Plan for every student provides a comprehensive overview for teachers to inform parents of their child's targets and goals.
- The school has established and is implementing a robust support services process around ensuring students with learning difficulties and special needs are monitored. A comprehensive school data base is aligned with data capture entered on OneSchool.
- School leaders place a very high priority on the ongoing professional learning of all staff members, as well as, on the development of a school wide, self-reflective culture focused on improving their teaching. The process is enhanced by a rigorous coaching model which engages teachers in a self-directed process to identify improvement practices, as well as, seeking feedback from colleagues and school leaders.
- The strong pedagogical framework is built around a collection of strategies based on *Charlotte Danielson's, Framework for Teaching* and is aligned to school developed values.

Affirmation:

- There is a very strong emphasis on valuing and respecting the quality of the relationships that exist between students and staff members. This is evidenced in innovative ways including Individual Support Plans, a consistent counselling protocol that engages students in empowerment and in the recent innovation of every student in the school wearing a name badge.
- The school is working with local secondary schools to support Years 6 and 7 students in the transition to Junior Secondary. Classroom teachers are providing timetabled specialist lesson transitions, homework and assignment planning strategies.
- The development of the whole school approach to the teaching of reading has ensured consistency and improvement of literacies.
- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established.
- The school's engagement with the *Success Program* will provide an opportunity to progress teacher skills with the Gradual Release model of Explicit Teaching, short cycle assessments and focused learning goals for students.

Recommendations:

- Use the Quadrennial School Review (QSR) process to embrace a school improvement agenda that is focused, narrow and sharp, and addresses the whole school's attention on core learning priorities.
- Consider reviewing the curriculum planning process for year level unit plans for the Head of Curriculum (HOC) to facilitate the development of the plans through rigorous collegial discussion. Close monitoring will progress consistency with the planning cycle, implementation and use of a common language.
- Further develop teacher's capacity to include differentiation within the unit plans and respond to students learning within their weekly/daily planning, particularly the higher achieving students.
- Continue to develop a whole school expectation for the negotiation, display and communication of individual student learning goals.
- Continue to develop teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to track their student achievement, attendance and behaviour, independently and frequently.
- To enhance students' engagement and purpose for completing tasks, ensure teachers give regular written feedback that is meaningful and manageable.