

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – DECEPTION BAY SS

DATE OF AUDIT: 11-12 JUNE 2014



Background:

Deception Bay SS is located approximately 35 minutes north of Brisbane next to the Redcliffe Peninsula in the North Coast education region. The school has a current enrolment of approximately 367 students, fifteen per cent of which have a recognised learning disability. The Principal, Lorna Cogle, commenced at the school in 2008.

Commendations:

- Since the previous Teaching and Learning Audit in 2011, the school has substantially improved in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team and Effective Teaching Practice.
- The school has demonstrated improved academic success in a number of standardised tests over time.
- Parents, staff members and students clearly articulate that the school culture has improved over time with all members of the school community engaging in the educational development of children in a trusting, respectful and responsible manner. The perception of cultural improvement is substantiated by improved and very high results in the Department's annual School Opinion Survey.
- The school has creatively aligned its resources to achieve the explicit improvement agenda, with a view to short term gains and long term embedded cultural improvement.
- An inherent belief by all staff members that student improvement will occur for every student, through effective teaching and learning practices, is being facilitated by a dynamic, positive and enthusiastic Leadership Team.

Affirmations:

- Teaching staff have undertaken a Developing Performance Framework (DPF) plan that is linked to the school's explicit improvement agenda and which also informs the purpose of coaching, mentoring and instructional visits.
- The Art and Science of Teaching (ASoT) whole of school approach to consistency of teaching practice, standards and expectations are being implemented in the school.

Recommendations:

- Create a school policy and procedure for ensuring that teacher curriculum planning meets the requirements of the Australian Curriculum, Assessment and Reporting Authority (ACARA). Ensure school procedures allow for quality assurance by school leaders.
- Formalise the work already being undertaken by teachers, in joint cohort planning, through creating opportunities for specialist staff and members of the Leadership Team to have input and supervision.
- Design and implement a school policy and procedure for the consistent recording of differentiation strategies to be used in teaching planning. Consider using a template, such as the, *Differentiation Surfboard*, *Differentiation Cone* or *Differentiation Planning Placemat*.
- Expand on the current horizontal moderation processes to include vertical alignment across all year levels.
- Create a matrix of school standards in key subject areas for the awarding of levels of achievement on the end of semester report card. Ensure that levels of achievement are subject to a moderation process.
- Continue to redevelop and design strategies that engage children in the learning process and encourage greater levels of attendance.
- Develop the skills of teachers in further engaging children with the learning process through the consistent implementation of Higher Order Thinking skills into the school.