

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – TORQUAY SS

DATE OF AUDIT: 3-4 JUNE 2013



Background:

Torquay SS is located in the regional centre of Hervey Bay. The school caters for approximately 560 students from Prep - Year 7. The school prides itself on strong community partnerships and the school's Parents and Citizens (P&C) Association is actively involved in the operations of the school.

Commendations:

- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Teachers, teacher aides and parent helpers support students in guided reading groups. Reading data has shown that students are making progress towards school targets.
- A pedagogical framework based on The Art and Science of Teaching (ASOT) is being used to build teachers knowledge and skills in relation to effective teaching practices.
- The Principal and other school leaders regularly visit classrooms. Teachers have participated in a classroom observation by the Principal which included written feedback in relation to the ASOT framework.
- The Indigenous support worker in conjunction with the teaching and leadership team is operating a number of student support programs designed to action the school's closing the gap strategy.
- Student achievement meetings are being used to develop a teacher commitment to strong purposeful learning across the school.

Affirmations:

- The teaching staff already possesses a range of knowledge and expertise related to the schools improvement agenda and teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science and have reflected on how best to address the curriculum requirements for a range of students learning needs.
- Recent changes to the school's responsible behaviour plan supported by a move to School Wide Positive Behaviour Support (SWPBS) are having a positive impact on the frequency of inappropriate student behaviour.

Recommendations:

- Reports to students and parents need to reflect a focus on individual student improvement against agreed benchmarks and student learning goals. Establish clear school wide expectations regarding the frequency and type of feedback being provided to students.
- Continue to develop a whole school pedagogical framework based on the ASOT framework. In relation to the school's explicit improvement agenda ensure 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 professional development aimed at building staff members' literacy data skills. In particular use school based literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in classroom planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers. Regularly monitor and review year level planning processes and strengthen the internal and external moderation processes for all of the key learning areas.