

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MUDGEERABA CREEK SS

DATE OF AUDIT: 24-25 JULY 2013



Background:

Mudgeeraba Creek SS is located in the Gold Coast hinterland. The school caters for the learning needs of 630 students from Prep - Year 7. Their motto: Friendship, Achievement and Respect underpin all aspects of school life. Principal Deirdre von Guilleaume was appointed in 2013.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of: Analysis and Discussion of Data, A Culture That Promotes Learning, Targeted Use of School Resources, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- Morale at the school is high and both staff members and students have an obvious sense of belonging and pride in the school. The school recognises the importance of positive and caring relationships to successful learning.
- Teacher aides are skilled and are highly valued as paraprofessionals in the teaching process.
- Parents speak highly of the access they have to teachers to discuss their child's learning.
- The Student Services Team, comprising key intervention personnel, have established efficient practices to ascertain individual student need and deploy appropriate resources to support teachers.

Affirmations:

- School Wide Positive Behaviour Support (SWPBS) has been adopted as a consistent framework for the management of student behaviour. Staff members have been supported in the process with training and access to key personnel.
- A systematic process is being employed to implement a consistent pedagogical framework within the school. Coaching processes are being established to teachers through implementation.
- Teachers expressed that they were open to observing each other teach and to giving and receiving constructive feedback. They recognise that consistency of practices is advantageous to learning.
- School leaders have discussions with teachers regarding student progress data each term.
- Teachers plan collaboratively in year levels and moderate every five weeks to ensure consistency.
- A team structure has been employed to enhance efficiency of decision making and communication throughout the school. Meetings are open to any interested staff member.
- Individual student goal-setting has commenced in most classrooms and teachers are able to demonstrate the positive affect these have had on student learning.
- Support provisions that cater for specific needs of students are captured on the school database.
- Information Communication Technologies (ICTs) are being adopted to enhance student engagement.

Recommendations:

- Refine the explicit improvement agenda to include clear measures, targets and timelines. Outline associated professional development requirements, budget implications and monitoring processes for each strategy. Communicate progression with the school community and celebrate attainments.
- Expand on the school framework to include clear expectations regarding the teaching of specific elements, for example, reading, spelling and higher order thinking. Systematically train and develop teaching staff in these practices to ensure consistency of practice.
- Incorporate formal observations by the Principal and other school leaders regarding teaching practices within the explicit improvement agenda. Ensure written and verbal feedback is provided.
- Support teachers to enhance their data literacy skills and ability to apply diagnostic methods to analyse individual student learning needs and develop most effective intervention strategies.
- Develop expectations regarding feedback to students and establish links between feedback and goal setting to focus students' individual learning.