**TEACHING AND LEARNING AUDIT**

**EXECUTIVE SUMMARY – SHAILER PARK SS**

**DATE OF AUDIT: 25-26 MARCH 2013**

**Background:**
Shailer Park SS is located in an urban setting south of Brisbane and has a population of 430 students from Prep – Year 7. The school is a Literacy and Numeracy National Partnership school that has embedded literacy teaching practices and is now focusing on numeracy. The Principal, Mr Bull and the Deputy Principal, Mrs Canham, were appointed to the school at the beginning of 2013.

**Commendations:**
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, Targeted Use of Resources and Systematic Curriculum Delivery.
- The explicit improvement agenda has been focussed on reading for three years and staff members have embedded consistent teaching practices across all year levels. Reading data has shown that students are making progress. School performance data has been used to identify numeracy as the next focus area.
- School data sets are entered on OneSchool, have hyperlinks to data literacy processes for teacher manipulation and form the basis of flexible grouping and planning in a 5 week cycle.
- The Principal and school leaders are to be commended for their actions this term in relation to technology issues across the school. Teachers are ready to teach flexibly with a range of technology devices and the hardware and wireless connectivity issues are being addressed to support this innovation.

**Affirmations:**
- Teachers have implemented and adapted Curriculum into the Classroom (C2C) units in English, mathematics, science and history. Staff members have reflected on how best to track and address the curriculum requirements of multi-age classes from year to year.
- The school’s Responsible Behaviour Plan clearly identifies School Wide Positive Behaviour Support (SWPBS) to maintain positive student engagement. The ‘Gold Room’ concept for break times, full of preferred activities underlines the positivity of behaviour support processes at the school.
- The introduction of individual student goal setting in academic and personal domains has provided regular opportunities for the class teacher to provide targeted feedback to students on their learning.
- The Principal and school leaders have aligned class student data with teacher skill sets to identify professional learning needs of each teacher and flexibly staffed regular release time to further school priorities.

**Recommendations:**
- Review school curriculum planning documents to ensure current targets and timelines are set and communicated. Include a process to track vertical alignment of the key learning areas (KLAs) not being delivered through C2C resources. Identify the delivery of C2C units over a two year timeframe to avoid duplication with the multi-age class groupings as they move through the school.
- Implement the documented whole school pedagogical framework. 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 are key elements of the school’s push for improved teaching and learning.
- Build on established teacher Personalised Professional Learning (PPL) processes to document the school professional learning plan. In particular support teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Provide guidance for teachers to include individual differentiation in planning documents.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.