

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – YEPPON SS

DATE OF AUDIT: 12-13 NOVEMBER 2014



Background:

Yeppoon SS is located 40 kilometres east of Rockhampton in the Central Queensland education region. The school has an enrolment of 370 students from Prep – Year 7 from diverse demographic backgrounds. The Principal, Christine Wilson, was appointed to the position in May 2014.

Commendations:

- Since the previous Teaching and Learning Audit in 2010, there have been improvements made in the domain: An Explicit Improvement Agenda; Analysis and Discussion of Data; Systematic Curriculum Delivery; and Effective Teaching Practice.
- The school's Explicit Improvement Agenda (EIA) is focused on reading improvement and this is being driven by the adoption of a revised reading program and structured differentiation to create learning groups of students with similar instructional levels.
- Practices in the school that are used to progress the EIA include Explicit Teaching, five week data cycles in classes and a consistent approach to teaching comprehension strategies across the school. Individualised and group learning goals are developed for students and whole of school targets and benchmarks are also developed to monitor improvement in the EIA.
- The curriculum organisation and planning processes are aligned to the Curriculum into the Classroom (C2C) units of work and are being adapted to align to regional initiatives to enable teachers to effectively unpack the mandated curriculum and maintain alignment with the Australian Curriculum.
- Students requiring scaffolding to access the curriculum and learning are identified through a range of data collection. Teaching staff analyse this data to set next learning goals which indicates curriculum adjustments and support provisions to achieve these goals.

Affirmations:

- Staff members engage in data discussions, planning discussions and teaching practice reflections in a variety of ways and indicate a collegial commitment to improvement in teaching practices.
- The Developing Performance Framework (DPF) is well established among staff members and is used as the basis for staff member discussions about performance development. There is a focus on performance development that aligns to the EIA.
- The use of teacher aides to maximise learning for students in a structured reading program in every year level, is a feature of the learning environment about which students, parents and staff members comment very favourably. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- The school has worked with the local high school in preparing students for Junior Secondary.

Recommendations:

- Continue to embed the current, narrow and deep, improvement agenda in reading and similarly progress to a school wide consistent practice to the teaching of spelling. Ensure resourcing is systematically prioritised to support school wide success.
- Continue to monitor and review the current whole school Curriculum Plan to reflect the improving practices of the school, including the teaching of reading.
- Further develop staff member reflective practices to include more formalised mentoring and coaching for the teaching practices used in the school's reading improvement agenda.
- Further develop staff members' knowledge and use of the class dashboard in relation to analysis of academic performance data, and consider the migration of the current suite of diagnostic data into OneSchool.
- Continue to progress the engagement of parents with the school, to extend the learning environment beyond the school and to maximise understanding and support for the school's improvement agenda.
- Further develop and expand school wide strategies for the improvement of the tone of the school to support a school wide commitment to purposeful, successful learning, within an environment of high expectations.