



## Teaching and Learning Audits

As part of an initiative to improve student learning in Queensland state schools, Teaching and Learning Audits are conducted in every Queensland state school to provide quality feedback on how the school is performing and to inform school planning processes.

The audits are usually carried out every four years or following the appointment of a new school principal. A school community may request another audit within the four-year cycle, however no more than one audit will be conducted at the same school within a 12-month period.

During the audit, an independent, experienced school principal visits the school to collect a range of data and information about school practices, programs and procedures in the area of teaching and learning.

Interviews will also be conducted with staff, students and the P&C President to gather a range of perspectives on school strategies and practices.

The audit will usually take one to two days, depending on the school's context and size. The school will receive the auditor's report within 15 days and key findings will be discussed with the principal, the school's leadership team and the school staff.

From this report, the executive summary and eight-page profile will be made available to parents and caregivers on the school's web site. The principal will work with the school community to include any recommendations in the school's forward planning.

For further information about Teaching and Learning Audits, please contact your child's school or visit [www.education.qld.gov.au/nationalpartnerships/teach-learn-audits.html](http://www.education.qld.gov.au/nationalpartnerships/teach-learn-audits.html).





# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – MACLEAY ISLAND SS

### DATE OF AUDIT: 11 SEPTEMBER 2014



#### Background:

Macleay Island SS is located in Redland Bay, within the South East education region. The school has a current enrolment of 190 students Prep – Year 7, including 11 students with disability. The Principal, Gaynor Brennan, was appointed to the position in 2010.

#### Commendations:

- Since the previous Teaching and Learning Audit there has been significant improvement in the domains: An Explicit Improvement Agenda; Targeted Use of School Resources; and An Expert Teaching Team.
- The Leadership Team has established and is driving a strong improvement agenda for the school.
- The school applies its available resources in a targeted manner to meet the learning needs of students.
- Enhancing students' literacy skills is a priority in the school and there is evidence of a range of strategies that have been implemented across the school to improve student reading and writing.
- A number of Pre-Prep programs are offered to students and parents to enhance school readiness.

#### Affirmations:

- School leaders are seeking improvements in teaching with the implementation of the Art and Science of Teaching (ASoT) as the overarching pedagogical framework.
- The school has commenced a classroom observation model to support the improvement in teaching and learning.
- There is regular use of data by the Leadership Team and teaching staff to make decisions about students' needs. Benchmarks are determined and a collection of short cycle data with regular pre and post testing is used.
- All teaching and most non-teaching staff have completed a Developing Performance Framework (DPF).
- The school is working with the local high school for the successful transition of Year 6 and 7 students to Junior Secondary.

#### Recommendations:

- Continue to drive an explicit and local school improvement agenda. Ensure this is rigorously communicated school wide to ensure the specific improvements are achieved. Clear targets across the range of audiences include parents, students, school leaders and teachers.
- Establish processes for the formal quality assurance of the enacted curriculum particularly literacy, numeracy and higher order thinking skills. Ensure that the school's curriculum plan continues and is the reference point for alignment of delivery which may include a school wide common template for planning.
- Focus the implementation of ASoT upon consistency of implementation and embedding of clearly defined standards of practice in every classroom by every teacher. Further develop the use of classroom routines and consistent approaches to Explicit Teaching such as, *We are Learning To* (WALT), *What I'm Looking For* (WILF), and *This is Because* (TIB).
- Further develop and implement a systematic approach to classroom observation and coaching in support of the pedagogical framework, with quality written and verbal feedback for all teaching staff. Furthermore, utilise ASoT as a focal point for peer observation, de-privatisation of practice, observation and professional reflection and growth.
- Further develop a culture of data exploration, reflection and target setting for students, classes, cohorts and teachers. Develop this to ensure quality pedagogical differentiation and individualised attention. Quality assure the consistent use of the *Plan for Me* process.
- Continue to develop teaching staffs' strategies for setting explicit learning goals and providing quality feedback to students on their learning as part of the ongoing rollout of the pedagogical framework.
- Consider the enhanced use of OneSchool for data capture to allow teaching staff to become more independent in monitoring student learning. Develop staff members' knowledge and use of the class dashboard in relation to accessing available data.







## Discipline Audits

As part of an initiative to strengthen discipline in Queensland State schools, Discipline Audits will be conducted in every Queensland state school by November 2014. The purpose of the Discipline Audits is to provide quality feedback on how the school is ensuring a safe, supportive and disciplined learning environment and to inform school behaviour management planning processes.

During the audit, an independent, experienced school principal will visit the school to collect a range of data and information about school-wide, programs and procedures in the area of discipline.

Interviews will also be conducted with staff, students and parents to gather a range of perspectives on school strategies and practices in relation to behavior management.

The Discipline Audit will usually take one to two days, depending on the school's context and size. The school will receive the auditor's report within 15 days and key findings will be discussed with the principal, the school's leadership team and school staff.

The report's Executive Summary and 5 page Profile will be made available to parents and caregivers on the school's web site. The principal will work with the school community to include any recommendations in the school's forward planning around strengthening discipline.

For further information about Discipline Audits, please contact your child's school or visit the [Education Queensland](http://www.education.qld.gov.au) website.





# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – MACLEAY ISLAND SS

### DATE OF AUDIT: 11 SEPTEMBER 2014



#### Background:

Macleay Island SS is located in Redland Bay, within the South East education region. The school has a current enrolment of 190 students Prep – Year 7, including 11 students with disability. The Principal, Gaynor Brennan, was appointed to the position in 2010.

#### Commendations:

- The school has developed a set of positively stated school wide expectations: *Be Safe, Be Respectful, Be a Learner*, which are well known by the students and enacted in classrooms.
- The school is implementing Schoolwide Positive Behaviour Support (SWPBS) and has been recognised in 2014 as a tier 2 school.
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment.
- The school has developed social skills programs such as *Rock and Water* and *Drumbeat*.

#### Affirmations:

- The Parents and Citizens' Association (P&C) endorses the school's Responsible Behaviour Plan for Students (RBPS).
- The school positively recognises appropriate behaviours and achievement through the *Gotchas*, *Reward stickers*, *Student of the Week*, high attendance recognition and end of term rewards days.
- The school's *High 5* strategy, for building student social skills and resilience, is known and applied by students.
- The school effectively records incidents of both positive and inappropriate behaviours into OneSchool and regularly monitors this through the SWPBS committee.
- An effective strategy of *check in, check out* is being implemented to students with high support behaviour needs.

#### Recommendations:

- Continue to prioritise the engagement of all school staff and the community with SWPBS, in order to ensure the agenda is widely understood and rigorously actioned. Explicitly and consistently promote, apply and reinforce high expectations in the school's approach.
- Clarify and communicate to the community a behaviour flowchart and associated matrix of minor and major behaviours, with associated consequences, to ensure the consistent application of consequences, with due consideration to individual student circumstance.
- Embed and consolidate processes for the identification, case coordination and support of students with special behavioural needs.
- Incorporate data from student reporting, as well as, positive and inappropriate student behaviour data into the annual school data plan. Regularly analyse data on a school wide level to stimulate stakeholder discussion, evaluate the effectiveness of the school's behaviour plan and interventions, and inform strategic decision making.
- Develop and communicate a clear school wide target for attendance and expand, as a matter of priority, practices across the school for monitoring and supporting improved attendance.
- Explore opportunities to provide additional regular recognition of positive behaviour and improvement and the communication of this with parents.
- Explore avenues and partnerships to provide targeted opportunities and activities to enhance student engagement.
- Develop the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies, to support the work of the school.

