

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MORANBAH EAST SS

DATE OF AUDIT: 12-13 AUGUST 2013



Background:

Moranbah East SS is located 200 kilometres south-west of Mackay. Moranbah East SS caters for the learning needs of the 708 students from Prep - Year 7 and is an Improving Literacy and Numeracy National Partnership school. Current Principal Raylee Davies was appointed at the beginning of 2013.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
- Explicit teaching based on diagnostic testing in spelling for individual students has resulted in significant improvements.
- A Teaching and Learning Handbook has been created to summarise the school expectations.
- Parents are highly valued as partners in teaching and learning and participate in classrooms daily. They speak highly of teacher communication to them about upcoming classroom expectations.
- Explicit instruction is recognised as a core element in effective teaching practice and teachers continue to be trained in the skills of this model.
- The Parents and Citizens (P&C) Association provides significant support for the school.

Affirmations:

- The Principal and other school leaders observe teachers and provide verbal and written feedback.
- Attention is paid to the coordination and deployment of personnel from the full range of support programs to meet the learning needs of identified students.
- Teacher aides work directly with students in the teaching and learning process.
- Numeracy and literacy goals for each student have been introduced to focus student learning.
- WALT (We Are Learning To...) and WILF (What I'm Looking For...) are promoted to clarify learning intentions and success criteria of lessons.
- A range of recording strategies for differentiation are being employed by teachers and investigation is underway to adopt a standardised approach throughout the school.
- Teachers observe each other teaching and provide verbal and written feedback according to agreed protocols.
- The school is liaising with local kindergartens to ensure awareness of the expectations of the Prep curriculum and to ensure a smooth transition to school for the students.
- Significant attention has been given to communication with parents including e-mails and social media options.

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.
- Refine school expectations regarding annotations in student workbooks. Ensure the agreed vocabulary of each subject is used consistently in the instruction, the verbal feedback, the annotation and the goal setting process to make clear what actions individuals can take to make further learning progress.
- Continue to refine staff members' data literacy skills and enhance teacher skills in the use of diagnostic instruments to identify misunderstandings and gaps in individual student learning.
- Refine the pedagogical framework to include a school wide approach to the integration of higher order thinking in all key learning areas (KLAs). Systematically embed the practices outlined in the framework and other supporting curriculum documents to ensure consistency of practice of teachers and paraprofessionals and a clear alignment to the school expectations.
- Refine coaching processes and incorporate more modelling of required strategies.