

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – NTH ROCKHAMPTON SHS

DATE OF AUDIT: 27-28 MAY 2013



Background:

North Rockhampton SHS was founded in 1953. It is a co-educational SHS located in Rockhampton. It currently has over 1000 students enrolled and over 80 teaching staff.

Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in all audit domains.
- The adoption of the explicit improvement agenda focusing on explicit teaching, reading comprehension and feedback for learning as a theme has been a strong and successful strategy.
- There is a strong collegial culture in the school and teachers are open to receiving feedback relating to their pedagogical practices from their peer teachers, Heads of Department (HODs) and the executive team.
- The school has installed processes to enable the collection of a comprehensive range of data and the analysis of this data to inform the teaching and learning process. Relevant data informs systemic strategies for identifying school wide targeted resourcing.
- School initiatives such as 3R, How and why kept simple (HAWKS), ethics lessons, walk-throughs, peer teacher visitation, explicit instruction model are important keys to improving student learning.
- The strong community networks that have been established including those with Central Queensland University are making a welcomed and positive contribution to North Rockhampton SHS students.

Affirmations:

- Feedback for learning is a strong theme in the school and has resulted in the installation of a range of processes enabling constructive feedback at all levels within the school.
- The use of mentors to enhance the goal setting by students has added rigour to this process.
- Consensus moderation meetings are a feature of all faculties within the school involving all teachers.
- Some teachers are engaging in some outstanding teaching practices and these teachers provide a solid platform for high quality peer mentoring and coaching opportunities.
- Goal setting by students to focus their endeavours is bringing a positive change to the outlook of students and they express strong confidence in the ability of teachers to help them be successful.
- The executive team have given a very high priority to understanding and addressing the learning needs of all students in the school. They have implemented systematic strategies for identifying student needs and developing a variety of solutions for addressing those needs.
- School leaders place a high priority on the ongoing professional learning of all staff members and on the development of a school wide, self-reflective culture focused on improving teaching and learning.

Recommendations:

- Extend the process of teacher classroom observation by peers and supervisors to include a more focussed and formalized process of written feedback aimed at pedagogical continuous improvement.
- Ensure that the enacted curriculum remains the focus for discussion that the Australian Curriculum is the reference against which curriculum adjustments are aligned, assessment tasks are designed and student learning reported.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically so there is continuity and progression of learning across the years of schooling.
- Continue to implement Australian Curriculum by monitoring student engagement and outcomes. Adopt/adapt Curriculum into the Classroom (C2C) resources using professional judgment.
- Strengthen the use of the Surfboard to guide teacher interventions aimed at improved student learning and embed those practices that bring most success for students.
- Continue to build a culture of high expectations with students, family, community and teachers in terms of each and every student's capacity to improve.
- Continue to provide professional development aimed at building staff members' data literacy skills.
- Continue to monitor the effectiveness of the school's literacy and numeracy strategies.