

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY MACKAY NORTH SS

DATE OF AUDIT: 29-30 APRIL 2013



Background:

Mackay North SS is a P – 7 primary school serving a community in the inner northern suburbs of Mackay city. It has an enrolment of 378 students including 29 students who are supported by Special Education Program support staff in fully integrated classroom settings. The school also has a Support Teacher Literacy and Numeracy (STLaN), a Focussed Intensive Teaching (FIT) intervention teacher, a Pedagogy Coach and an Indigenous Support Teacher. The school is well known in the community for offering holistic learning programs that considers each child's academic, social, emotional and physical needs.

Commendations:

- The improvement agenda focussed on reading, spelling and direct instruction is well communicated and understood by staff members. Teachers' strategies to achieve this are supported by data profiles on students to inform planning and a focus on differentiated learning through individual goal setting.
- A strong collegial culture has been established by the Principal and the leadership team, which provides a sound platform for the planning and implementation of ongoing school improvement reforms.
- A strong feedback culture has been developed in the school by curriculum leaders and coaches.
- There is a strong and optimistic commitment by all staff members to the school improvement agenda and a clear belief that further improvement is possible.

Affirmations:

- Since the previous Teaching and Learning Audit, there has been improvement in all domains, especially in An Explicit Improvement Agenda and A Culture That Promotes Learning.
- The introduction of the explicit instruction model, and ongoing work on reading comprehension and spelling is already impacting positively on student learning in classrooms.
- The work of SEP and learning support teachers is of high quality and highly valued in the school.
- School curriculum overviews are of very high quality and provide a sound basis for more detailed planning.
- One of the Prep teachers has developed an excellent pre-Prep program (Ready, Set, Go), which supports both parents and students in terms of building school readiness.
- Teacher Aides play a critical support role, especially in terms of intervention support in reading.

Recommendations:

- Continue the work on documenting the new pedagogical framework by aligning it with the existing curriculum framework. This will help to clarify the school's position on the kinds of research based teaching practices across the school to drive student improvement.
- Embed school wide teaching practices and intervention processes in relation to the reading and spelling agenda and move to other key learning areas (KLA) over time. Document the kinds of school wide, evidenced based teaching programs you wish to see at Mackay North SS as you proceed.
- Continue to build teachers' data literacy skills and teachers' ability to take action and monitor the progress of students with their learning.
- Continue to provide feedback to teachers on their classroom practices, supported by modelling and coaching through the newly appointed Pedagogy Coach, FIT teacher and Indigenous support teacher.
- Continue to build teacher capacity to individualise learning opportunities for students through the use of goal setting, by sharing of best practice through classroom visits and peer coaching. Maintain a particular focus on tracking student progress through shorter cycles of intervention and building a broader range of teaching and learning strategies to respond to student needs.
- Continue to develop high expectations for learning with parents, students and teachers and the provision of extension opportunities for students achieving in the upper two bands.
- Continue to celebrate the success of both students and teaching staff on a regular basis.
- Continue to develop a whole school professional learning plan and Developing Performance Framework processes, which address the strengths and weaknesses in the school wide team and aligns with identified strategic school improvement directions.