

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – MAROOCHYDORE SHS

### DATE OF AUDIT: 24-25 FEBRUARY 2014



#### Background:

Maroochydore SHS, located in the heart of the Sunshine Coast, was established in 1964 and has a current student enrolment of 1151 students. The Principal, Mr Barry Dittman, was appointed in 2014.

#### Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in the domains of An Explicit Improvement Agenda and An Expert Teaching Team, and significant improvement in the domain of Effective Teaching Practices.
- The school's pedagogical framework, *My TEACH*, incorporating the Art and Science of Teaching (ASoT), provides a well-researched, evidence based model for pedagogy and provides a strong platform from which to drive practice.
- The school has a strong collegial culture focused upon the continuous improvement of teacher capability. There is a regular practice of classroom observations by supervisors and colleagues to give written feedback to teachers about their pedagogy to ensure a consistency of practice.
- The extensive tracking of students in the senior school and the regular monitoring and evaluating of student progress ensures positive outcomes for exiting Year 12 students.
- 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. Instructional leaders play a significant role in the implementation of this agenda.
- Staff members develop individual performance plans and participate in developing performance conversations, which reflect school and systemic priorities and are strongly aligned with the school's Professional Learning Plan.

#### Affirmations:

- The use of lesson goals to focus the learning for staff members and students is very evident in classrooms and teacher practice.
- All teaching staff members participate in professional learning communities which are designed to enhance teacher capability, share best practice and engage teachers in action research activities.
- Literacy and numeracy strategies have been implemented across the school to improve student literacy and numeracy outcomes.
- Structural differentiation is evident in the range of programs on offer to cater for the diverse range of student needs, for example, academic challenge, music, sport and creative arts, learning support, success programs and *DRIVE* (the senior academic excellence program).
- The adoption of a school wide common unit planning template provides a consistency of approach to curriculum planning.
- The school implements the Developing Performance Framework. Staff members develop Individual Performance Plans (IPPs), and participate in developing performance conversations, which reflect school and systemic priorities. The IPPs inform and, are strongly aligned with the school's professional learning plan.

#### Recommendations:

- Continue the work around differentiation that is already evident in the school. Extend this work to all faculties to ensure that teaching is individualised and personalised for every student in every classroom, including high achieving students.
- Strengthen and formalise the line management system to facilitate conversations with an express purpose of student outcome improvement.
- Develop and implement a bookwork policy to establish a consistent approach to monitoring student work across the school.
- Consider the implementation of diagnostic testing, to identify individual student strengths and weaknesses and gaps in student learning.
- Investigate and build teacher capacity around successful Junior Secondary pedagogy strategies, in preparation for Year 7 students entering high school.
- Establish a consistent approach to target setting for all students, particularly in Junior Secondary classes.