

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MALANDA SS

DATE OF AUDIT: 10 - 11 NOVEMBER 2014



Background:

Malanda SS is a co-educational primary school located in the hinterland of Cairns, within the Far North Queensland education region. The school has a current enrolment 330 students from Prep to Year 7. Seven students are supported by the Special Education Program (SEP). The Acting Principal, Andrea Manley, has been in the position since 2014.

Commendations:

- Since the previous Teaching and Learning audit in 2010, there have been significant improvements made in the domains: An Explicit Improvement Agenda; Targeted Use of School Resources; and Systematic Curriculum Delivery.
- A clear and well-understood Explicit Improvement Agenda (EIA) has been developed, which focuses on *Growing the Green*, a reference to improving outcomes in NAPLAN, and on creating a positive and supportive teaching and learning environment.
- Significant work has been done to create a clear framework for teaching. This is conceptualised in the Malanda *Teaching and Learning Expectations* (T.A.L.E) documentation.
- The Principal and Leadership Team have established and maintain a clear direction and focus on teaching and learning.
- The school team has recognised that coaching, mentoring and feedback are important initiatives to increasing teaching staffs' capacity. Coaching has focused on building teachers' expertise in the school's chosen pedagogy, Explicit Instruction.

Affirmations:

- The Malanda T.A.L.E has strong potential to develop consistency of practice from classroom to classrooms and year level to year level.
- The school is utilising the Department's Developing Performance Framework (DPF) as a basis for conversations with staff members about appropriate professional development.
- Preparation for Junior Secondary has involved transition days for students, very strong ties with the local high school, including the sharing of relevant information between the schools.
- A culture of data analysis is emerging in the school, where teaching staff are beginning to engage in meaningful discussions around student academic progress.
- The Principal is providing comprehensive written feedback to teaching staff about their classroom practice.

Recommendations:

- Build on the great work done in defining the Malanda T.A.L.E to strengthen teaching staffs' understandings of appropriate high yield instructional strategies that can be used in the classroom.
- Enhance classroom teachers' capacity to analyse data more systematically and richly, linking the rates of student progress to instructional strategy.
- Strengthen the EIA to include clear targets and timelines, developing greater understanding among teaching staff around the associated implications in each year level. Develop student learning targets and goals that align with school targets.
- Develop systems and processes to monitor effective and authentic delivery of planned curriculum in all classrooms.
- Review and consolidate assessment practices across the school so that a consistent and robust approach to assigning grades against the Australian Curriculum standards is developed. Provide a more diverse range of assessment opportunities for children to show their true learning potential.
- Build teaching staffs' capacity to deliver more effectively differentiated curriculum to all students, especially higher performing students.