

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – RACEVIEW SS

DATE OF AUDIT: 20 – 21 AUGUST 2014



Background:

Raceview SS is located in Ipswich, within the Metropolitan education region. The school was established in 1901 and has a current enrolment of 980 students, with 52 students being supported by the Special Education Program (SEP). The Principal, Rob Mills, was appointed to the position in 2007.

Commendations:

- Since the previous Teaching and Learning Audit in 2010 there has been improvement in all eight domains, particularly in: An Explicit Improvement Agenda; Analysis and Discussion of Data; Systematic Curriculum Delivery; and Effective Teaching Practice.
- A key feature of the school's success in recent years is the high level of collaboration and professional sharing between teaching staff, which has included quality coaching, mentoring and feedback. This has incorporated the production and use of vignettes of teachers and coaches modelling preferred teaching practices, within professional development activities and the concept of *Watching Others Work* (WOW).
- The Principal and Leadership Team are leading a sharp and narrow school improvement agenda focused on the enhancement of student Literacy and Numeracy skills. The alignment of all aspects of the improvement agenda to the central objective of supporting high quality teaching across the school is a critical aspect of the school's success.
- Data has been used very effectively to inform teaching and learning, particularly in reading.
- Student progress is monitored over time and informs the focus of teaching and intervention strategies used across the school.

Affirmations:

- *Relative Gain Data* over the past few years has shown consistent improvement in a number of areas, particularly in the number of students achieving National Minimum Standards in Literacy and Numeracy indicators.
- The Developing Performance Framework (DPF) is in place for all teaching staff, which is linked to key improvement priorities and has an optional career planning component.
- *Positive Behaviour Support* processes have been revitalised to address a slight trend in behavioural concerns outside the classrooms. Classrooms remain highly productive learning environments and strong student learning engagement is evident across the school.
- The school is linked to a trial Junior Secondary program with Bremer SHS with information nights and transition planning days for students now beginning to be activated.

Recommendations:

- Continue to work with parents in relation to the importance of high expectations, attendance and involvement in their children's learning.
- Build on the success of the whole school reading program by continuing to develop other signature programs, which deliver the core components of the pedagogical framework; *high quality teaching focused on the achievement of every student*.
- Continue to supervise the vertical alignment of curriculum delivery as adaptations are made to *Curriculum into the Classroom* (C2C) units by teachers and ensure balance in curriculum across all subject areas.
- Further develop the sophistication of Explicit Instruction practices across all classrooms and encourage a stronger focus on giving feedback to students in the *Plough Back* phase.
- Follow up on the recent review of the SEP delivery in the school and use the appointment of the new Head of Special Education Services to deliver a more contemporary model of programs and services for students with high level learning and engagement needs.
- Continue to develop teaching staffs' skills in differentiating planning and teaching to suit the needs of all students, especially high achieving students.