

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – VICTORIA POINT SS

DATE OF AUDIT: 16 – 17 JUNE 2014



Background:

Victoria Point SS is located 36 kilometres south east of Brisbane, within the South East education region. The school has a current enrolment of 570 students from Prep – Year 7. The Principal, Esta Thiris, was appointed in 2014.

Commendations:

- Since the previous Teaching and Learning Audit in 2011 there has been improvement in the domains: An Expert Teaching Team; and Effective Teaching Practice.
- The Principal and members of the Leadership Team have provided strong leadership, built on evidenced based research and focused on improved student outcomes.
- There has been strong articulation of the explicit improvement agenda at the school by the Principal and the Leadership Team.
- The whole school community has valued the structures, processes and organisation that the Principal has brought to the school in 2014.
- The Head of Curriculum (HOC) has produced a significant amount of work in analysing whole school academic data sets.
- A significant amount of work has resulted in the development of Individual Learning Plans (ILPs) for students, with all students developing individual learning goals that are shared with parents.

Affirmations:

- The school has developed a pedagogical framework that is based on contemporary educational research.
- School planning documents are thorough and provide a strong base and reference point for school improvement.
- Teaching staff are engaged in the Developing Performance Framework (DPF) process which is aligned with the explicit improvement agenda.
- Teaching staff and school leaders recognise the need for effective moderation practices across the school.

Recommendations:

- Strategise and refine aspects of the focussed pedagogical framework and explicit improvement agenda
- Review the rigour and integrity of curriculum and assessment, especially in the upper school, with a focus on ensuring consistency of curriculum delivery and appropriate assessment practices.
- Ensure delivery of curriculum and rigorous assessment practices are supervised by a school leader and remain a focus for in-depth discussions, especially in the context of targeted teaching.
- Establish whole of school expectations around planning for effective differentiation that ensures all students are engaged and challenged in their learning.
- Provide significant and appropriate professional development opportunities for teaching staff in effective differentiation practices.
- Provide regular and systematic opportunities for teachers to come together to discuss data and the implications for pedagogy.
- Build on the significant work achieved around student learning goals to ensure regular feedback and reviews of student progress are part of the monitoring cycle.
- Develop a strategy to monitor the quality of instruction across the school and provide written feedback to teachers systematically that is aligned with the explicit improvement agenda and the pedagogical framework.