

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – HERMIT PARK SS

### DATE OF AUDIT: 4-5 SEPTEMBER 2013



#### Background:

Hermit Park SS is a P – 7 school , located in the North Queensland education region with a current enrolment of 585 students. It is an Indigenous Focus School. The Principal, Clayton Carnes was appointed in 2008.

#### Commendations:

- Since the previous Teaching and Learning Audit there has been significant improvement across all eight audit domains.
- There is a strong and optimistic commitment by staff members to the school improvement strategy and an expressed community confidence in the school leadership team.
- Teachers value the collection and analysis of data to track student progress and inform differentiated teaching. Short term data cycles focus on identified student learning needs.
- The school provides opportunities and encourages teachers to take on leadership roles.
- An extensive range of sustainability projects and stimulating classroom environments result in positive student attitude and learners who are motivated to maximise academic achievement.
- A supportive learning environment, focus on student wellbeing and digital learning opportunities have established an effective platform for productive teaching and successful learning.
- Parents take a genuine and close interest in their child's education and the activities of the school.

#### Affirmations:

- Implementation of a research based pedagogical framework is considered central to the development of a coherent teaching team focused on improving student learning outcomes.
- Student Services Programs provide a range of intervention and support programs to cater for the differential learning needs of targeted students.
- School leaders facilitate co-operative planning opportunities that result in a clear understanding of expectations with regard to the school's curriculum and assessment framework.
- Strategic human resource deployment maximises student learning and effective teaching.
- Student learning goals guide and motivate students' engagement in key learning areas (KLAs).
- Teachers use collaboratively developed templates to record how assessment data informs the recording of adjustments required to facilitate differentiated ability grouping structures.
- Teachers routinely share assessment expectations with students and use Guides to Making Judgements when assessing and moderating student achievement.
- A cluster based process is in place to support teacher moderation of student assessment.

#### Recommendations:

- Systematically embed initiatives associated with the current improvement agenda while regularly monitoring their effectiveness in producing desired improvements in student learning.
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue to build data literacy skills so that staff members have a sophisticated understanding of data concepts when setting individual student targets and monitoring improvement in achievement.
- Develop a strong collegial and self-reflective culture in which teachers welcome school leaders and colleagues to observe their teaching, discuss their work and provide developmental feedback.
- Develop a consistent school wide approach to the provision of regular and timely feedback to students that guides their further learning.
- Review the school curriculum plan to ensure horizontal and vertical alignment so there is continuity and progression of learning for students in multi-age classes.
- Ensure that higher order thinking is embedded in the planning of all KLAs.