

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – DEPOT HILL SS

DATE OF AUDIT: 12 NOVEMBER 2012



Background:

Established in 1920, Depot Hill SS is a co-educational school with two multi-aged classes and a current enrolment of 32 students. The school is located on the Fitzroy River flood plain on the south-eastern outskirts of Rockhampton. The Parents and Citizens' Association (P&C) is very supportive in the provision of resources to accompany school programs.

Commendations:

- Since the last Teaching and Learning Audit report in 2010, there has been considerable progress in the developing and implementing a clear school improvement agenda. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.
- The Principal and staff members have developed and are driving the school's explicit improvement agenda in reading. This includes clear school targets and timelines.
- The Principal and staff members are clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning, are aware of trends in student achievement levels and are committed to every student's success.
- There is a very positive tone in the classrooms at the school. This tone echoes the belief of the Principal and other staff members that all students are capable of learning and staff members expect all students to do the best that they can. The values program supports this commitment.
- Depot Hill SS has encouraged and is developing strong links with the community through projects such as the Umbrella Network, Playgroup and the Vegetable Garden.

Affirmations:

- The school is identifying student learning needs and applies available resources through structured support in classrooms by teacher aides and the Principal.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems and staff morale is generally high.
- Physical spaces within classrooms are flexible and have been used effectively to allow whole group, small group or individual work.

Recommendations:

- Continue to develop a whole school curriculum plan with reference to a shared vision; the curriculum intent of units; tracking, assessing, monitoring and reporting on the intended learning; shared beliefs about quality teaching and embedding the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas (KLAs).
- Develop and document a whole school plan for professional development of aligning staff members' professional performance plans and the school priorities.
- Model and coach teachers to further build their data literacy skills to take responsibility for the changes required in their teaching practice.
- Clarify, align and document the pedagogical practices expected for teaching and learning across the whole school for all KLAs.
- Continue to develop a consistent school wide process for differentiation. Reinforce planning requirements to ensure consistency of planning and adjustments for students' differentiated learning by all teaching staff.
- Continue to develop the whole school process of assisting students to monitor their own learning and setting their own goals for future learning.
- Develop formal mentoring and coaching arrangements characterised by regular observation and feedback by peers and the Principal. Further enhance this by establishing regular professional conversations around moderation of student work, possibly with cluster schools.

