

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – ROSELLA PARK SCHOOL

DATE OF AUDIT: 8-9 AUGUST 2013



Background:

Rosella Park is a provincial special school located in Gladstone. The school has a population of 75 students in Years 1 – 12, including 25 per cent students in out of home care situations. The Principal, Ms Kate Russ, was appointed to the school at the beginning of the 2013 school year.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of A Culture that Promotes Learning, Expert Teaching Team and Effective Teaching Practices.
- Teachers have participated in one round of classroom profiling which included written feedback.
- The school has developed strong links with the wider community and has been successful in attracting significant financial support for major improvements to the school.
- Significant attention has been paid to the coordination and deployment of teacher aides to support the diverse learning, behaviour and self-care needs of students. Teachers speak positively about the consistency of staff members working with class groups.
- School Wide Positive Behaviour Support (SWPBS) has been reviewed with all staff members. The consistent language, signage of the three rules, Respect, Positive, Safe, and assembly awards linked to them, are maintaining a safe, positive learning environment.

Affirmations:

- Teachers are open to observing each other teach and giving and receiving constructive feedback.
- Intermediate and senior cohort teachers have implemented the Australian Curriculum by adapting the Curriculum into the Classroom (C2C) Students with Disabilities units in English and mathematics. They are also reflecting on how best to address the curriculum requirements of their class groups during regular cohort meetings.
- The school's Responsible Behaviour Plan has recently been reviewed and approved by the school community. All teachers have participated in professional development in essential skills in classroom management.
- Teachers have completed professional development in the four block literacy model and are implementing this across the school.

Recommendations:

- Continue to develop the whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do. High expectations of every student's learning, explicit teaching of skills and content, individualised attention as required and timely feedback to guide student actions are key elements of the school's push for improved teaching and learning.
- Review and update the whole school curriculum plan and assessment schedule to clarify unit planning expectations for teachers, including clear targets with accompanying timelines.
- Identify and clarify teacher use of the range of diagnostic assessments linked to specific students in class groups. The addition of Prep as the first year of school should be reflected in these documents.
- Provide professional development aimed at building staff members' data literacy skills. Use literacy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. Consider the practice of a data coach identified in each cohort to support data analysis processes.
- Incorporate formal observations by the Principal regarding explicit teaching practices identified in the pedagogical framework and the curriculum overview. Include verbal and written feedback and utilise the findings to focus the coaching.
- Provide staff training in the use of OneSchool as the single point of truth for academic, attendance and positive and inappropriate behaviour data.