

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – SPINFEX SC

DATE OF AUDIT: 31 MARCH – 1 APRIL, 2014



Background:

Spinifex SC is located in Mount Isa in the North Queensland education region. The school has been providing learning to the community since 2003 and has a current enrolment of 833 students. The school consists of three campuses – a Junior Campus (Years 8-10), a Senior Campus (Years 11-12) and a residential campus. The Principal, Mrs Denise Kostowski, was appointed in 2002.

Commendations:

- Since the previous Teaching and Learning Audit there has been considerable improvement in the domains of: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture that Promotes Learning and Effective Teaching Practices. Improvements have been made in the Differentiated Classroom Learning domain.
- There is a strong focus upon the development of a positive learning culture which is reflected in the implementation of a number of initiatives designed to enhance student engagement and improve student outcomes.
- The pedagogical framework, *Dimensions of Learning*, provides a well-researched, evidence based model for pedagogy and provides a strong platform from which to drive pedagogical practices. There is also evidence of an explicit instruction focus with a particular emphasis upon the use of learning goals and success criteria in classrooms.
- Collegial coaching and peer mentoring is a feature of the college's practice and is a process through which teachers receive feedback to develop their teaching capability.
- Extensive partnerships and networks have been formed with TAFEs, government businesses and community agencies to support and provide alternative pathways for a wide range of students.

Affirmations:

- Strategies have been put into place to improve the literacy and numeracy skills of all students.
- Extensive links have been formed with primary schools in preparation for the transition of Year 7 to Junior Secondary. Strategies have included the development of a town action plan, meetings with parents, shared moderation processes and a Years 6 and 7 gifted and talented students' program.
- Data is used by teachers to shape the learning process and help determine individual student's needs. Teachers have implemented a five week data cycle as well as individual student and class targets in order to establish a positive learning agenda.
- There are some excellent differentiation strategies evident in some classrooms. Structural differentiation is also evident in the composition of classes and programs in the Junior Secondary campus, for example *Deadly Maths* and reading programs.
- After school tutorials are being offered to students on both campuses and are well attended.

Recommendations:

- Ensure there is a clear alignment between teachers' Individual Development Plans, the coaching, mentoring and peer observation process, the college's pedagogical framework and professional learning plan. Continue to strengthen the classroom observation process to include formal written feedback to teachers regarding their pedagogy.
- Continue with the Developing Performance Framework (DPF) conversations and extend the process to include all non-teaching staff members.
- Continue to embed literacy and numeracy strategies across all learning areas. Monitor and review the implementation of the strategies to ensure a consistent application by all teachers.
- Continue with the process of target setting for all students in all classes. Develop a consistent approach and communicate targets with parents.
- Further develop the significant differentiation work already evident in some teachers' practice. Expand this work to ensure that teachers share and document differentiation practices into units of work, especially relating to the extension of high achieving students in all faculties across the college.