



Teaching and Learning Audits

As part of an initiative to improve student learning in Queensland state schools, Teaching and Learning Audits are conducted in every Queensland state school to provide quality feedback on how the school is performing and to inform school planning processes.

The audits are usually carried out every four years or following the appointment of a new school principal. A school community may request another audit within the four-year cycle, however no more than one audit will be conducted at the same school within a 12-month period.

During the audit, an independent, experienced school principal visits the school to collect a range of data and information about school practices, programs and procedures in the area of teaching and learning.

Interviews will also be conducted with staff, students and the P&C President to gather a range of perspectives on school strategies and practices.

The audit will usually take one to two days, depending on the school's context and size. The school will receive the auditor's report within 15 days and key findings will be discussed with the principal, the school's leadership team and the school staff.

From this report, the executive summary and eight-page profile will be made available to parents and caregivers on the school's web site. The principal will work with the school community to include any recommendations in the school's forward planning.

For further information about Teaching and Learning Audits, please contact your child's school or visit www.education.qld.gov.au/nationalpartnerships/teach-learn-audits.html.

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CAVENDISH ROAD SHS

DATE OF AUDIT: 20-21 AUGUST 2014



Background:

Cavendish Road SHS was opened in 1956 and is located in the eastern Brisbane suburb of Holland Park, within the Metropolitan education region. The school has a current enrolment of approximately 1,324 students. The current Principal, Corinne McMillan, was appointed to the position in July 2014.

Commendations:

- Since the previous Teaching and Learning Audit there has been improvement across the domains: An Expert Teaching Team, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- The positive school culture and learning environment is reflected through the variety of successful programs, positive student outcomes, the appearance of students and the positive manner in which all school community members speak of the school.
- The school has an ongoing commitment to the Art and Science of Teaching (ASoT).
- The extensive and targeted use of data to track Year 12 outcomes, combined with mentoring, is a feature of its drive towards improving student's learning outcomes.
- The school has a number of excellence and specialist programs to enhance students' skills, learning and outcomes, for example, football, touch, rugby league, netball, music, science and mathematics.
- The school has led a cluster focus upon improving numeracy, for students in the upper two bands.

Affirmations:

- The Developing Performance Framework (DPF) is being implemented for non-teaching staff in 2014.
- The school has developed productive partnerships with local primary schools that have ongoing links to establish Junior Secondary structures and pedagogy for Year 7 in 2015.
- The Parents and Citizens' Association (P&C) endorse and support the school's leadership, expectations and improvement agenda.
- A range of programs and staff positions to support students including: Indigenous program, *Career Development* program, eLearning, Years 8 – 12 Peer Support EC, *Year 7 into 8* program, Head of Department (HOD) Junior Secondary, Special Education Unit and the Student Support Team.

Recommendations:

- Refine the school's explicit improvement agenda to a narrower, sharper and deeper focus. Ensure this is consistently communicated, actioned and remains focused for all school leaders.
- Continue the implementation of ASoT, focusing upon consistency and depth of practice by all teaching staff. Ensure all staff members enact the steps of implementation in an aligned and consistent manner.
- Use ASoT as a focal point for de-privatisation of practice, peer observation and feedback by implementing a systematic approach to classroom observation and coaching, with written feedback for all teaching staff. Link such a process to the DPF.
- Build the Instructional leadership capacity of all school leaders so they are fully connected to the daily classroom pedagogy whilst developing distributive leadership skills that ensure accountability.
- Develop a whole school systems approach in which the line of sight for curriculum planning, policies, procedures and role descriptions is consistently implemented and enacted by all school leaders.
- Record the school's Years 7 - 10 curriculum in OneSchool for all subject areas. Ensure the National Curriculum is implemented and recorded in OneSchool to meet timelines of release.
- Research and develop a model for personalised student case-management of performance that includes target setting with every student in Years 7 - 12, linking to specific actions for improvement.
- Develop and consistently implement a clearly defined whole school reading program.
- Implement the DPF for all school staff members, including annual reviews.
- Develop a culture of data reflection and target setting for students, classes, cohorts and teachers.
- Maximise the use of the Learning Place as a platform for students to access learning materials and lessons for enhanced individualised learning.