



TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – STANTHORPE SHS

DATE OF AUDIT: 22-23 APRIL 2013

Background:

Stanthorpe SHS was established in 1961 and is located in Stanthorpe, on the Granite Belt. The school has a current enrolment of 569 students and the Principal is Mr Peter Grant.

Commendations:

- Since the previous Teaching and Learning Audit there has been significant improvement particularly in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, and Systematic Curriculum Delivery.
- The implementation of explicit teaching as a whole school model of pedagogy to provide a common language, and a shared understanding about teaching practices.
- The identification and implementation of a common set of whole school classroom expectations has provided a consistent approach to classroom management.
- The extensive preparation in readiness for the implementation of Junior Secondary.
- The Italian Immersion program provides excellent outcomes for those students involved.
- The extensive range of partnerships that have been developed with the Queensland College of Wine Tourism (QCWT), USQ, TAFE, Community Development Services (CDS) and employer networks to provide opportunities for success for all students.
- The differentiated approach to the curriculum for senior students to choose either an Authority or Vocational pathway will provide an appropriate course of study to meet student needs and improve student outcomes.
- The initiation of single sex classes which has seen an improved outcomes for boys.
- The extensive profiles developed to support students with a disability.
- The process of classroom profiling that has commenced and the involvement of a number of teachers in this process.

Affirmations:

- The work that has been done to improve attendance, including the introduction of electronic roll marking and increased parental contact which has resulted in improved student attendance.
- The use of exemplars by some teachers to support student learning and to improve student outcomes.
- The identification of differentiation strategies for students and the incorporation of these adjustments into unit plans.
- The access and use that is being made of data, particularly student attendance data.
- The culture of high expectations that is being developed in the school using the mantra – ‘Your best will always do’ and ‘Make the main game the main game’.
- The commitment and collaboration of the leadership team to the implementation of school priorities.

Recommendations:

- Extend the process of classroom profiling and walkthroughs to include a formal system of written feedback to all teachers about their pedagogy.
- Continue with the Developing Performance Framework conversations and expand these conversations to include all non-teaching staff members.
- Investigate measures to develop a centralised system of data storage and access, to enhance tracking of students and record the differentiated adjustments that are made for students.
- Continue with the work already commenced to audit and map Common Curriculum Elements (CCEs) across the curriculum and develop an assessment policy to explicitly identify CCEs on assessment items.
- Consider the introduction of diagnostic assessment in numeracy, for example Pat M.