

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY - EIMEO ROAD SS

### DATE OF AUDIT: 23-24 JUNE 2014



#### Background:

Eimeo Road SS is a provincial school located in the northern suburbs of Mackay in the Central Queensland education region. The school has current enrolment of approximately 954 students. The Principal, Mary Orchard, was appointed to the school in 2010.

#### Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains: An Explicit Improvement Agenda and Effective Teaching Practice.
- The *Eimeo Road 2014 School Improvement Agenda booklet* is highly valued by teachers and provides them with a ready reference for non-negotiable practices in the school, expectations for teachers and clear targets and timelines for student achievement.
- The explicit improvement agenda with a focus on *Reading Like a Writer*, has been communicated to staff members and parents, is articulated in the Annual Implementation Plan (AIP) and informs Developing Performance Framework (DPF) conversations with staff members.
- The Principal and other school leaders regularly visit classrooms. Teachers routinely participate in classroom observations which include verbal and written feedback.
- Teachers share practice in year level team meetings and across year levels through *Watching Others Work* (WOW) visits.
- Explicit Teaching has been the pedagogical focus in the school for many years and the ongoing teacher support of the Literacy Coach enhances the consistency and quality of delivery for teachers.
- Staff members are committed to the provision of a safe and supportive school environment. Respectful and caring relationships are evident between all stakeholders and this is reflected in the positive way in which staff members, students and parents interact.

#### Affirmations:

- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography and have reflected on how best to address the requirements of the Australian Curriculum through publishing *Must Dos* for year level achievement standards.
- The introduction of the *Communication Diary* following a collaborative development process with the Parents and Citizens' Association (P&C) has provided families and teachers with a structured process for sharing information about the student.
- The *Focus on Five* data meetings and the identification of vulnerable students between school leaders and individual teachers is assisting teachers to examine individual student progress and plan intervention if required.
- Teachers are setting Individual Learning Goals in reading, writing and number for all students.
- The school liaises with local high schools to share curriculum and pedagogy to support the transition of Year 6 students to Junior Secondary.

#### Recommendations:

- Supervise the delivery of planned curriculum units to ensure consistency of delivery and strong vertical and horizontal alignment of teaching across the school.
- Maintain the consistent pedagogical approach of explicit teaching throughout the school with built in coaching support.
- Continue to provide professional development aimed at building staff members' data literacy skills in using the OneSchool class dashboard.
- Clarify with teachers the key literacy and numeracy data sets that inform future planning for individual students and class groups.
- Broaden the repertoire of differentiation practices in classrooms to reflect the principles documented in the *Eimeo Road Differentiation Placemat* to ensure that the learning needs of all students, including high achieving students are being addressed.