RSC Teaching and Learning Audit Action Plan for 2014

1 An Explicit Improvement Agenda

The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear school-wide targets for improvement have been set and communicated, with accompanying timelines.

Action to be taken

Continue work on driving school-wide improvement targets by having greater clarity and more rigorous actioning and monitoring of:

Specific improvement areas sought in student performances:
- Attendance
- All components of NAPLAN
- U2Bs
- Senior Outcomes

Alignment with state-wide and regional improvement priorities
- Regional Targets

Clear targets with accompanying timelines
- Continue work on driving staff commitment towards school improvement targets

Narrow focus needed on clearly defined learning priorities by:

Clarifying the specific roles that each staff member has in reaching improvement targets and developing belief that improvement is possible.
- Shared commitment
- Knowing your students, class specific knowledge and reflection of where student are at
- Staff to know and work towards targets
- Enthusiasm from staff for personal change / improvement
- Ensure clarity about what students are expected to learn and do
- have high expectations of every student’s learning
- Vigorous line management
- Explicitly teach skills and content
- Individualised attention as determined by data analysis and provide feedback to guide student learning towards improve outcomes.

Continue work on developing teaching strategies that will help staff achieve school targets:
- Continue to embed the explicit teaching model to ensure that highly effective teaching and learning practices are embedded.
- Continue with Coaching and Mentoring

Continue work on developing teacher’s skill with the use of data

2 Analysis and Discussion of Data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from tests such as NAPLAN, measures of growth across the years of school.

Action to be taken

Continue to use data to drive the improvement agenda by:

Continuing with a systematic plan for the collection, analysis and use of student achievement data. Test data in literacy, numeracy and science are key elements of this plan.
- Development of a Data Plan for 2014
- Setting realistic school targets
- Discussions around benchmarks, % in A to E levels
- Timelines for the entering data
- Feedback practices to be improved as part of T and L practices

Using data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Increased use of Dashboard – taking data analysis to the next level
- Use of Webinar as PD

Placing a high priority on professional development aimed at building teachers’ and leaders’ data literacy skills.
- Assess the needs of staff and provide PD aimed at building the data literacy skills of all staff members. Focus on teachers become experts in the analysis of student data.
Using Staff Meetings to ensure staff conversations and language reflect a sophisticated understanding of data concepts

Teachers are shown how to analyse, display and communicate data on individual and class performances and progress – to form part of Personal Development Plan

Teachers routinely use objective data on student achievement as evidence of successful teaching

- Term by term and item by item.
- Use of data to reflect on teaching

### 3 A Culture That Promotes Learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

**Action to be taken**

Continue to build the school ethos of high expectations and a commitment to academic excellence by:

- Maintaining clear academic expectations for all students
- Share core values to develop a sense of belonging and pride in the school.
- Ensure that the Extension classes are engaged in “real” higher level work.
- Continual improvements expected for all students.
- Further develop disengagement and non-attendance strategies.
- Promote strategies to ensure that all students are engaged in challenging, meaningful learning.
- Put in place Cancellation of Enrolment processes for those students who continually fail to engage in the learning program provided
- Continue to develop QCS preparation program - Mighty Minds
- Continue to monitoring QCE progress for senior students – TRACQER
- Aspirations program - JCU

Ensuring that classrooms are calm and that interruptions are kept to a minimum.

- Maximising the amount of interruption free time
- Behavioural Expectations are consistently applied
- Focus on the learning and wellbeing of students
- Effective Events Calendar
- Project Boards to be developed
- Tightening up of VSR timelines

Continue to work on maintaining high levels of staff morale

- Recognition, rewards and acknowledgement to be a high priority at briefings and staff meetings
- Development of Social Clubs on both campuses

Maintaining high levels of trust across the school community with parents, school leaders and teachers working together in a mutually supportive way.

- Communication - Clear guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly

Maintaining a strong collegial culture where teachers have a commitment to the improvement of teaching, and openness to critique by colleagues.

Coaching and mentoring to be priority

### 4 Targeted Use of School Resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

**Action to be taken**

Continue to use resources in a targeted manner by:

The implementation of systematic strategies for identifying student needs

- Systematic testing to establish learning gaps and special needs.
- Records of individual student needs, achievements and progress are maintained centrally in OneSchool and shared across year levels. Progress reviews need to revisited and updated
- Prioritising programs for gifted students, students with learning difficulties, and Indigenous students. How?
- Making best use of staff expertise
- Clearly identified common approach to extension class in 2014 - differentiation to occur within the secondary classes
- Academic enrichment
- Actively promote participation in competitions such as Opti-minds
Development of creative school-wide solutions for addressing those needs

- Consolidation classes in years 7-9 to continue
- Groupings for literacy and numeracy

Developing a range of initiatives to make more effective use of available resources to enhance teaching and learning.

- Use outside agencies where applicable e.g. ISSU

Deploying staff in ways that make best use of their expertise

- Use of Learning Support staff

5 An Expert Teaching Team

The school has found ways to build a professional team of highly able teachers including teachers that take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Action to be taken

Continue to build a professional team by:

Development of staff into an expert and coherent school-wide teaching team

- Continue with individual Staff Development Strategies aimed at building teacher capacity - up-skilling staff through relevant PD and via higher duty opportunities
- Paying particular attention to the strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise
- Staff recruitment / Transfers
- Continue with the implementation of the Department’s Developing Performance Framework as the basis for professional discussions with staff
- Ensuring the school’s professional learning agenda is made explicit to staff. Specify what is required of all teachers and put quality assurance measures in place

Continue to put in place procedures to encourage a school-wide, shared responsibility for student learning and success at a year level / faculty / level by:

- Regular analysis of student work and on teaching strategies to improve student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.
- PDPs to be developed for all staff. These PDPs need to be monitored and line managed to a much higher level.
- The aim is for a Self-Reflection culture to be the norm

Continue to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements by:

- Implementing a documented professional learning plan and having in place arrangements for mentoring and coaching
- PD plan and process to be further developed (application and committee) with a PD register developed
- PD to be closely linked to Pedagogical Framework with particular emphasis on the 12 T and L Standards of Practice