

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MIRANI SHS

DATE OF AUDIT: 24 - 25 MARCH 2014



Background:

Mirani SHS is located 35 kms west of Mackay in the Central Queensland education region. The school has been providing learning to the community since 1962 and has a current enrolment of 840 students. Current principal, Mr Scott Cage, was appointed in 2010.

Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, An Expert Teaching Team, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- The school has a positive culture reflected through the presentation of the school, the appearance of students and the positive manner in which staff members, students and parents speak of the school.
- Aspects of the research based pedagogical framework, *Dimensions of Learning*, are being implemented, providing a solid platform to drive consistency in teaching across the school.
- There is a strongly embedded coaching and mentoring feedback process for all teaching staff members aimed at improving pedagogical practice.
- The school has focused considerable effort and resources upon improving students' literacy. Strategies and programs that have been used include, literacy and numeracy classes for Years 8 and 9, focussed literacy within elective classes, *Lighthouse classes*, *Kickstart to Literacy*, *Purpose Evidence Explanation Link* (PEEL), *Sizzling Starts* and *Rapid Recall*.
- The school has established teaching teams in Junior Secondary to take shared responsibility or student learning and to improve teacher expertise and knowledge.

Affirmations:

- The Developing Performance Framework (DPF) is being implemented for all teaching staff members in 2014.
- Productive partnerships have been developed with feeder primary schools in preparation of Junior Secondary in 2015.
- The Parents and Citizens' Association (P&C) endorse and support the school, its leadership, expectations and improvement agenda.
- A range of data has been strategically used to identify areas for improvement, inform decisions and target resources to improve practice.
- Inclusive practices are evident for students with disabilities.

Recommendations:

- Continue the implementation of *Dimensions of Learning*, focussing on consistency and depth of practice by all teaching staff members. Develop a whole school commitment to developing expertise and high levels of engagement.
- Maintain the work of the *School Improvement Working Groups* (SWIGS) to provide an inclusive, collaborative and focussed method of continuing the school's explicit improvement agendas.
- Continue to refine the school's explicit improvement agenda and ensure that it is consistently communicated, actioned and remains focussed for all members of the school community.
- Continue to develop the work of the *Study Planner*, to include teacher led target setting sessions in every subject.
- Continue the work of the *Know Your Class* program to provide a focus upon improving the differentiation strategies for all students in the classroom.
- Continue to develop links with primary schools to communicate, share information and promote consistency of practice in preparation for Year 7 into Junior Secondary in 2015.
- Ensure that there is a focus on developing staff members' understanding and skills with appropriate Junior Secondary pedagogy.