

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CLERMONT SS

DATE OF AUDIT: 1 MAY 2013



Background:

Clermont SS is located on the Central Highlands and caters for the learning needs of 275 students from Prep - Year 7. Communication with the school community is a high priority resulting in a strong commitment from parents. Current Principal, Adam Poulus was appointed in 2013.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda is narrow and sharp and is being implemented in a systematic manner cognisant of the demands on staff members.
- The Head of Curriculum (HOC) monitors and provides guidance on the planning, assessment and moderation practices within the school.
- Students and staff members have an obvious sense of belonging and pride in the school, and all parents are welcomed and speak highly of the school and the opportunities it affords their children.
- Parents are highly valued as partners in teaching and learning and have participated in training in aspects of reading strategies.
- Explicit instruction is recognised as a core element in effective teaching practices and teachers continue to be trained in the skills of this model.

Affirmations:

- A collaborative review of the Responsible Behaviour Plan for students is underway to clarify the expectations of all students. Experts in the field of classroom management will be engaged to assist staff members with the execution of the plan.
- The school reading plan has been reviewed and adopted and professional development is being undertaken to ensure consistency of practice throughout the school.
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Parents speak highly of the communication with teachers about their children's learning and welcome guidance on how they can assist in the learning process.
- Teacher aides are valued paraprofessionals and deployed to work directly with students.
- Individual student goal setting has been introduced to focus attention.
- A pedagogy coach is working with teachers, providing valuable feedback on their practices.

Recommendations:

- Develop and deliver an explicit, coherent and sequenced whole school curriculum plan for all year levels and all key learning areas (KLAs) which makes clear what and when teachers should teach and students should learn. Ensure all teachers have a shared understanding of the expectations of the plan, its link to the pedagogical framework and that it is the basis for ongoing discussions about student achievement.
- Provide professional development aimed at building staff members' data literacy skills. Utilise the data to identify gaps in student learning and to monitor improvement over time and growth across the years of school.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Embed coaching and mentoring to harness and share high quality practices of teachers within the school.
- Refine targets and timelines pertaining to the explicit improvement agenda to clarify expectations at junctures throughout the year.