TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – GLASS HOUSE MOUNTAINS SS
DATE OF AUDIT: 26-27 AUGUST 2013

Background:
Glass House Mountains SS is located in the North Coast Education Region. The current Prep - Year 7 enrolment is 410 students. The Principal, Elizabeth Somers was appointed in 2011.

Commendations:
- Since the previous Teaching and Learning Audit there has been an improvement in the domains Analysis and Discussion of Data and Targeted Use of Resources.
- The Art and Science of Teaching (ASOT) is informing the development of the school’s pedagogical framework that aims to clearly indicate shared beliefs about teaching practices across the school.
- Sharing of school assessment data in six clearly understood school bands has facilitated an understanding of student achievement and differentiation in reading and spelling.
- The establishment of professional cohort teams has facilitated a collegial culture focused on improving classroom teaching practice.
- School Wide Positive Behaviour Support is establishing an effective platform for productive teaching and learning.
- Parents are encouraged to take a genuine and close interest in their child’s education and are actively engaged in school activities.

Affirmations:
- Teachers value the range of professional resources electronically available via the progressive development of the school’s curriculum plan.
- Student learning data informs human and material resource deployment within the school.
- Processes for identifying student learning goals have commenced and may be enhanced by the adoption of consistent whole school guidelines and practices.
- Developing Performance Framework processes are linked to school priorities and are responsive to the developmental needs of staff members.
- The Special Needs Action Committee supports learning programs for students with disabilities and targeted students with learning difficulties.
- Opportunities are periodically provided for teacher moderation of student assessment.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements and providing feedback about student achievement.

Recommendations:
- Systematically embed initiatives associated with each element of the current improvement agenda, while regularly monitoring their effectiveness in establishing school wide, explicit and consistent teaching practices required to produce desired improvements in student learning.
- Narrow and sharpen the explicit improvement agenda by establishing targets and timelines to measure, communicate and celebrate student progress within the school community.
- Extend current coaching structures to develop a strong collegial and self-reflective culture in which teachers welcome school leaders and colleagues to observe their teaching, discuss their work with them and provide developmental feedback.
- Enhance current processes that link the analysis of student assessment data with recording adjustments to teaching programs so as to address the differentiated learning needs of students.
- Review the school curriculum plan to address all key learning areas while ensuring horizontal and vertical alignment so there is continuity and progression of learning across the multi-age structure.
- Strengthen whole school processes for regular and timely feedback to students.
- Investigate catering for the learning needs of more able students within class learning programs.
- Ensure that higher order thinking is embedded in the planning of all key learning areas (KLAs).
- Continue enhancement of staff members’ knowledge and skills, focusing on the effective use of technology, to maximise student learning.