**TEACHING AND LEARNING AUDIT**

**EXECUTIVE SUMMARY – CALEN DISTRICT SC**

**DATE OF AUDIT: 12-13 AUGUST 2013**

**Background:**
Calen District State College is a P - 12 campus, located in the central region of Queensland approximately 50 kilometres north of Mackay. It has an enrolment of approximately 200 students.

**Commendations:**
- There has been significant improvement in domains A Culture that Promotes Learning, Targeted Use of School Resources, Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- The Principal and leadership team have developed an explicit improvement agenda for the College with a focus on reading, spelling, explicit teaching and differentiation.
- Sophisticated tracking procedures exist to monitor Years 11 - 12 student achievement and completion. Highly effective practices exist to match student aspirations to vocational opportunities.
- The range of opportunities afforded to the students with learning needs within the College is significant and providing support and worthwhile pathways for these students.
- Students express a very high regard for teachers and the Principal of the College.
- The networks and partnerships that the College has developed are providing enabling opportunities for students. The partnerships with Cummins South Pacific, 4CRM Community Radio and Central Queensland University are noteworthy.

**Affirmations:**
- The implementation of explicit teaching as the signature pedagogy of the College is providing an expanding platform for advancement in pedagogical practice. Lessons are more focused.
- Teachers are incorporating their existing good pedagogical practices within the pedagogical framework and this practice will improve teaching and learning and will improve student outcomes.
- The work being undertaken by the Head of Curriculum (HOC) and teachers to implement and deliver the Australian Curriculum to students is important, requiring careful professional judgement.
- Teachers are utilising differentiation practices to address the specific learning needs of students with learning difficulties resulting in improved learning outcomes for these students.
- The College leadership team and teachers support each other and work collegially, with a genuine regard for students as people and learners and these actions are positively impacting on culture.
- The behaviour support strategies are contributing to a positive College learning culture.
- The learning taking place in endeavours such as Different Strokes, Radio Rocks and Whitsunday Voices is noteworthy.

**Recommendations:**
- Continue to embed the explicit instruction pedagogical strategy into teacher practice to ensure that highly effective teaching and learning practices are embedded into professional practice.
- Ensure clarity about what students are expected to learn and be able to do; have high expectations of every student's learning; explicitly teach skills and content; individualise attention as required.
- Provide professional development aimed at building the data literacy skills of all staff members. Focus the professional development sharply so that teachers become experts in the analysis of student data.
- Ensure that all teachers have the knowledge and skills to teach literacy and numeracy concepts. Embed higher order thinking strategies within all subjects in all year levels by all teachers.
- Ensure that the delivery of the Australian Curriculum remains a focus for teacher discussion.
- Continue to ensure that quality differentiation practices (particularly at the high end) are evident in all classrooms. Include differentiation strategies in all term overviews, unit plans and lesson plans.
- Continue to develop collegial coaching and mentoring protocols and procedures throughout the College engaging all teachers. Provide written feedback to improve the pedagogy of every teacher.