

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CALLEN 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.