Executive Summary – Glenden SS

Date of Audit: 14-15 August 2013

Background:
Glenden SS is a P - 12 school located in Central Queensland. Glenden is in close proximity to the Newlands coal mine and is approximately 300 kilometres west of Mackay. The school has an enrolment of approximately 300 students.

Commendations:
- There has been significant improvement made since the previous Teaching and Learning Audit in domains Expert Teaching Team and Differentiation.
- The Principal and other members of the leadership team have provided strong leadership in relation to the development of improved teaching focused on improved student outcomes.
- Students with learning difficulties and special needs are having their learning needs effectively catered for within the school by both specialist teachers and classroom teachers.
- The Principal and other members of the leadership team have established a collegial feedback regime that is providing focused written feedback to teachers to improve pedagogical practice.
- Students express strong confidence in the ability of the leadership team and teachers to assist them successfully to their next step.
- The leadership team has had a strong focus on student data collection and analysis and is working with all teachers to ensure that the data is being used to inform differentiation practices.

Affirmations:
- The use of a wide range of class data by teachers is providing a focus for teacher planning and effective differentiation for students.
- The adoption of explicit teaching as the signature pedagogy in the school is assisting teachers to reflect on their pedagogical practices and develop teaching strategies that assist student learning.
- Teachers have implemented the Australian Curriculum in English, science, history and mathematics and made significant use of C2C (Curriculum to the Classroom) resources.
- The Principal and other members of the administration team and the teachers at Glenden SS enjoy a culture within the school that embodies high levels of collegiality and professionalism.
- The school has consciously developed a strong school identity which is highly respected in the local community.

Recommendations:
- Continue to refine the explicit teaching pedagogical strategy to ensure that it is embedded into all classrooms and there is consistency of practice across the school.
- Review the explicit improvement agenda to ensure that it is narrow and focused and clearly understood by all members of the school community.
- Ensure that the Australian Curriculum remains a focus for discussion amongst, and collaboration between, teachers and that the prescribed curriculum is implemented with integrity.
- Continue to ensure that there are school wide high expectations of every student's learning and that these expectations are evidenced by aspirational individual targets established for all students. Embed differentiation strategies for the full range of students and place an emphasis on effective feedback to students.
- Provide further professional development to build the data literacy skills of all staff members. Focus the learning so that teachers can use this analysis to become experts in broad range differentiation.
- Foster the endeavours of teachers as they learn to provide essential assistance to students with specific and in some cases serious learning difficulties and other special needs.
- Embed the work that has been done to ensure that differentiation practices are evident in the planning of all teachers. Ensure that literacy and numeracy imperatives are also an integral and embedded practice in the planning of all teachers.