

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – OAKEY SHS

DATE OF AUDIT: 24-26 APRIL 2013



### Background:

Oakey SHS is a rural school located 35 kilometres west of Toowoomba. It was established in 1964. The school is a Low SES National Partnership school and has a current student population of 430 students.

### Commendations:

- Since the previous Teaching and Learning Audit there has been significant improvement particularly in the domains of An Expert Teaching Team and Effective Teaching Practices.
- The development of the Oakey SHS pedagogical framework and the leadership role taken by the Excellence in Teaching Committee to promote and implement this framework. The implementation of the framework is supported through the appointment of a Pedagogy Coach and the promotion of the agenda to all staff members in the weekly Oakey Memo.
- The development of a positive school culture through the implementation of the Positive Teaching and Learning philosophy which reflects the school's mission 'Own It, Believe It, Achieve It' and has a focus on the school values – Respect, Excellence, Participation, Personality and Safety. (REPPS). This is evidenced in the reduction in school disciplinary absences over time.
- The increased public confidence in the school as indicated by increased student enrolments.
- The positive relationships that have been developed with the Indigenous community through a variety of initiatives including the introduction of the subject, Integrated Cultural Studies and the introduction of the student leadership position of Indigenous leader.

### Affirmations:

- The extensive links that have been formed with the wider community, UQ (Gatton), USQ, Doorways to Construction and local businesses and industries which have enhanced student outcomes.
- The extensive use of data made by teachers to inform starting points for teaching.
- The comprehensive profiles that have been developed for the Special Education Program (SEP) students.
- The differentiation strategies that have been developed in response to student data, and have been incorporated into unit planning and assessment instruments.
- The development and widespread use of the team site as a central storage mechanism and also as a mechanism to share best practice and to assist with communication.
- The strategies implemented to improve attendance and the consequent improvement in student attendance.
- The system of observation and feedback to teachers, both formal and informal including walkthroughs that has commenced in order to give teachers feedback about their pedagogical practice.

### Recommendations:

- Continue with the incorporation and implementation of differentiation strategies to provide individualised and personalised learning for all students that is evidenced in classroom pedagogical practice.
- Continue with the development and implementation of the Oakey SHS pedagogical framework to ensure a shared understanding and a consistent approach to teaching and learning around the Four Pillars.
- Ensure all work programs meet the requirements of the P-12 Curriculum, Assessment and Reporting Framework.
- Continue the implementation of the Developing Performance Framework conversations and expand to include all non-teaching staff.
- Review and investigate senior schooling curriculum options to ensure opportunities are maximised for all exiting senior students.