

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – UPPER MT GRAVATT SS

DATE OF AUDIT: 21 – 22 JULY



Background:

Upper Mount Gravatt SS is located 12 kilometres south of Brisbane's Central Business District, within the Metropolitan education region. The School has been providing learning to the community since 1939 and has a current enrolment of 434 students. The Principal, Mr Derek Brady was appointed in 2007.

Commendations:

- Since the previous Teaching and Learning Audit in 2010 there has been improvement made in the domains: Targeted Use of School Resources; Effective Teaching Practice; and Systematic Curriculum Delivery.
- Through the Quadrennial School Review (QRS) the Principal and school leaders are committed to establishing sharp, focused and consistent whole of school processes for the management and ongoing improvement of student achievement and engagement.
- Teaching staff ensure that students have a set of individual learning goals that are revisited regularly.
- Staff members are committed, caring professionals who demonstrate a high level of care for each other and their students.
- There are teachers who display a high level of initiative and creativity to further develop their pedagogical skills and enhance the teaching and learning environment in their classroom.

Affirmations:

- Teachers expressed that they welcome observations from the Principal and members of the Leadership Team.
- A strong collegial and community culture has been established at the school, providing a strong platform for ongoing school improvement reform.
- The establishment of coaches in the Leadership Team is a solid platform to tap into and further enhance the leadership capacity with other staff members.

Recommendations:

- Review the schools explicit improvement agenda to focus, narrow and sharpen the whole school community's attention on the core learning priorities. Align roles and responsibilities to these priorities.
- Consider establishing a committee structure that includes identified staff members to assist in the collaborative process with making decisions.
- Develop a planning process to ensure that the curriculum for every subject and every year level is supervised and includes members of the support team.
- Assign responsibility to a member of the Leadership Team to analyse the full range of school data and summarise, display and communicate student data for achievement, behaviour and attendance.
- Ensure a high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills.
- Develop Individual Learning Plans (ILPs) for all students who access the curriculum a year either side of their chronological age.
- Ensure there is a documented Professional Learning Plan for all staff members that aligns with the schools' Annual Implementation Plan, each staff members' Professional Development Plan and the Australian Standards.
- Develop and document the roles and responsibilities of the Leadership Team to support the processes for building teacher capacity and skills. Clarity around what coaching, mentoring and instructional visits are will ensure a rigorous understanding of best practice.