



TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – GLENMORE SHS

DATE OF AUDIT: 22-23 MAY 2013

Background:

Glenmore SHS was established in 1975 and is situated on the north side of Rockhampton. It is a trial school for Year 7 into high school in 2013 and it currently has a student enrolment of 763 students. The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 919.

Commendations:

- Since the previous Teaching and Learning Audit there has been significant improvement particularly in the domain of Analysis and Discussion of Data.
- The Skills to Jobs (S2J) initiative which caters for students in Year 13 throughout the Rockhampton district and assists with their transition to work or further study.
- The establishment of the careers office provides excellent support to students pursuing a range of flexible pathways, ensuring positive outcomes for students exiting school.
- The selection of the school as a Fleming school and the whole school focus on explicit instruction, by teachers, as a basis for their pedagogy.
- The whole school focus on the use of data, including the work commenced this year involving a five weekly data cycle including the regular reporting, analysis and monitoring of student A to E achievement data and attendance data.
- The extensive process used to track all students from Years 8 - 12, the engagement tracking tool, which has enabled a close monitoring of student achievement, attitude, effort and behaviour, in addition to literacy and numeracy outcomes.
- The Flying Start trial, which has seen the successful introduction of Year 7 students into high school.
- The use of the Know Your Class document, and the identification of students requiring extension or support, in addition to identifying appropriate strategies for differentiation.
- The steps to the future initiative, which has been selected as a Regional Showcase winner for the past two years and a State Showcase Finalist.

Affirmations:

- The development of the school as a learning hub for English as Second Language (ESL) students for Rockhampton, to cater for the significant number of ESL students.
- The move towards a consistent approach to the application of classroom routines, for example, bookwork policy.
- The collegial classroom observation and feedback sessions in which teachers are participating.
- The breakfast club initiative, feeding for learning, which provides healthy meals on a daily basis.
- The positive strategies used to engage students and to cater for their social and emotional wellbeing – the Well Being program, Dragon Spirit; the use of Dragon cards to reward good behaviour and the Week 8 is great initiative.

Recommendations:

- To review the concept of the (Accelerated Maths, Science and Computing) AMSCO program and broaden the opportunity to provide enrichment and extension activities for a wider range of students.
- Extend the current system of collegial observation of warm-ups to include systematic whole class observation and feedback sessions to give teachers feedback about their pedagogy.
- Develop and implement the Glenmore pedagogical framework to support the school's explicit instruction focus and to articulate the shared beliefs about teaching and learning at Glenmore SHS.
- Implement diagnostic testing in numeracy, for example Pat M, to assist with the development of students' numeracy skills.
- Ensure all work programs meet the requirements of the P-12 Curriculum, Assessment and Reporting Framework.
- Develop a whole school literacy and numeracy plan including a process for teaching reading that can be used across the school to enhance student outcomes.