

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – AYR SHS

DATE OF AUDIT: 4-5 NOVEMBER 2013



Background:

Ayr State High School was established in 1937. It services Ayr and the surrounding districts.

Commendations:

- Since the previous Audit, there has been improvement in the domains of A Culture that Promotes Learning, Differentiated Classroom Delivery and Effective Teaching Practices, and significant improvement in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources and Systematic Curriculum Delivery.
- Students speak consistently of the support and encouragement they receive from their teachers.
- The school has adopted a focus on *Explicit Instruction, Essential Skills for Classroom Management and School Wide Positive Behaviour*.
- Classrooms are orderly and clearly have a focus on learning. Teachers are optimistic and confident that they can achieve even higher results for Ayr SHS students.
- Teachers are increasingly using data to inform their knowledge about individual learners.

Affirmations:

- The emerging practice of pre-testing is guiding teachers about their students' current knowledge.
- The school has embarked on a deliberate strategy to engage indigenous students, via respect for, and education about, their culture.
- Teachers have engaged reflectively and conscientiously with the Australian Curriculum.
- The school provides many opportunities for its students, to prepare them for post-school life.
- In Junior Secondary, the school is preparing strategically for the advent of Year 7s in 2015.

Recommendations:

- Continue to ensure that a narrow and focussed *Explicit Improvement Agenda* is explicitly and consistently communicated to all members of the school community. Provide clarity for all staff members about their roles and accountabilities in implementing the agenda. Provide accompanying targets and timelines. Then ensure consistent and rigorous actioning of the agenda.
- Ensure that school actions are guided by a research base. Connect with a wide variety of schools, to gain learning from those that have achieved significant improvement in desired action areas.
- Select a limited number of whole-school approaches to literacy and numeracy, based on an analysis of school data and common subject requirements. Support teachers by providing relevant professional learning. Then ensure practice is consistent across all year levels and subjects.
- Sharpen the school's focus on high-achieving students. Expand differentiation within classes for these more able students, by providing different work to them at appropriate times within lessons or units. Expand the practice of unit pre-testing, so that extension work can be based on the missing skills or content that will further enhance such students' already high performance.
- Facilitate the provision of feedback to all teachers on their classroom practice, by implementing systematic classroom observation. Facilitate the routine sharing of expert pedagogical practice.
- Build upon the recent focus on acknowledging and celebrating indigenous culture by supporting and tracking the attendance and achievement of indigenous students and of other target groups.
- Store all curriculum plans centrally. Ensure they are monitored for compliance with the relevant syllabus; that each unit makes clear the literacy/numeracy, higher-order thinking and assessment demands; and that programs are sufficiently detailed to meet the needs of any incoming teacher.
- Ensure that, as non-teaching staff members join teachers in completing the Developing Performance Framework, there is alignment with school priorities and professional development.
- Enhance school culture through a focus on celebration and reward, in learning and engagement. Increase the engagement of parents in the learning and behaviour of students at the school. Rigorously action clear attendance and engagement targets.