

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CLIFTON SHS

DATE OF AUDIT: 25-26 MARCH



Background:

Clifton SHS is a small rural school situated between Toowoomba and Warwick. The school is a Flying Start pilot school and Year 7 students have commenced high school in 2013. The current student enrolment is 279 students. Ms Joy Craig was appointed as Principal in 2010.

Commendations:

- There has been significant improvement since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and A Culture that Promotes Learning.
- The extensive consultative and collaborative work that has been undertaken in preparation for the implementation of Junior Secondary. Quality planning, teaching and differentiation practices in the Year 7 classrooms are very evident and Year 7 students have made a confident transition to high school.
- Parent and community confidence in the school is very high and is a result of a process of positive engagement with the community over the past four years.
- A consistent whole school approach to behaviour management, incorporating targeted intervention, has resulted in a consequent improvement in student behaviour.
- The commitment and participation by all staff members in an extensive range of professional development aligned with systemic and school priorities.
- The data developed and provided to all teachers for students with special needs is excellent and provides a strong foundation for teachers to differentiate their pedagogy for these students.

Affirmations:

- The Red Car strategy to focus on what you want to see more of has been instrumental in helping to develop a positive collegial culture.
- The goal setting by students and a focus on every student moving up a level is worthwhile, with all students setting individual academic goals.
- The Equine Program has been recognised as being successful in engaging both the community and the students.
- The focus on Everyday Counts has been successful in improving student attendance.
- The work commenced towards the development of a whole school, and Clifton cluster, pedagogical framework informed by the New South Wales Quality Teaching Framework.
- The use of the school diaries to focus organisation, to communicate with parents and as a basis for the school's pastoral care program has been effective.

Recommendations:

- Continue to develop the pedagogical framework in order to articulate a common language around teaching and learning with a focus upon improved student outcomes.
- Continue to build on the current practice of walk throughs and drop-ins and develop a formal, collegial feedback system to teachers based on the implementation of the pedagogical framework.
- Ensure that all work programs meet the requirements of the P-12 Curriculum, Assessment and Reporting Framework.
- Continue to use diagnostic and formative data to inform teaching practices and to embed differentiation. Capture the quality practices in differentiated teaching and assessment that are occurring in some areas of the school. Use the professional collegiality within the school to share this practice, so that learning is individualised and personalised for all students, including the higher achieving students.