Executive Summary – Everton Park SS

Date of Audit: 12-13 August 2013

Background:
Everton Park SS is located in the Brisbane North Region. The current P - 7 enrolment is 445 students. Principal, Mr Bradley Clark was appointed in 2011.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in the domains An Explicit Improvement Agenda, A Culture that Promotes Learning, An Expert Teaching Team, Systemic Curriculum Delivery and Effective Teaching Practices.
- The Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- There is an optimistic commitment by all staff members to school improvement strategies and a confidence that further improvement in student learning outcomes is possible.
- School Wide Positive Behaviour Support is establishing high expectations of responsible student behaviour resulting in a strong platform for effective teaching and learning.
- Parents are encouraged to take a genuine and close interest in their child’s education and contribute to a range of school activities.
- The Literacy Coach has facilitated collaborative planning and an enhanced understanding of researched based effective pedagogical practice in the teaching of English.

Affirmations:
- Explicit instruction is seen as a whole school pedagogical model central to the development of staff members.
- Student achievement management processes, targeted school programs (for example, Morning Reading Club, Unlocking Potential and Performance) and the student services team provide negotiated intervention programs that cater for the differential learning needs of targeted students.
- A cluster based process is in place to support teacher moderation of student assessment.
- Reading assessment outcomes are the basis of students’ goal setting processes.
- A range of initiatives enhance staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements about student achievement.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue building data literacy so that staff members have sophisticated data analysis skills allowing them to set individual student targets and use data as evidence of successful teaching.
- Review the school curriculum plan to address all key learning areas (KLAs) and to ensure horizontal and vertical alignment with the Australian Curriculum so there is continuity and progression of learning inclusive of students in multi-age classes.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Investigate catering for the learning needs of more able students within class learning programs.
- Strengthen whole school processes for regular and timely feedback to students.
- Further develop current collegial and self-reflective practices such that teachers welcome school leaders and colleagues observing their teaching, discussing their work with them and providing developmental feedback.
- Systematically embed initiatives associated with the current improvement agenda while regularly monitoring their effectiveness in producing desired improvements in student learning.