

TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY - MAYFIELD SS DATE OF AUDIT: 09 AUGUST 2012



Background:

Mayfield SS is located in the Brisbane suburb of Carina. It has an enrolment of 332 students from Prep - 7. The school is currently experiencing considerable growth and enrolments.

Commendations:

- In response to recommendations in the previous Teaching and Learning Audit report, the school has developed a whole school intervention program, which clearly identifies 'layers' of intervention, for students identified through the school data as requiring additional support or extension. Data is used to set improvement targets at all levels of achievement. From these targets, teachers and students negotiate learning goals which are specific, measureable and achievable. Achievement of improvement targets and learning goals is monitored through diagnostic and class assessment.
- All teachers are working with students to establish individual learning goals. These goals, along with suggested strategies to achieve them, are shared with parents at reporting time to enlist parental support in enhancing student performance outcomes.

Affirmations:

- School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps and misunderstandings.
- Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring and coaching arrangements in place.
- Students speak highly of the school, the teachers and the teaching occurring in classrooms. They feel safe and valued and demonstrate pride in their school.

Recommendations:

- Refine the school's explicit improvement agenda to narrow and sharpen the whole school focus on two or three core learning priorities. Include clear targets and timelines, which are rigorously actioned. Ensure targets are couched in terms of specific improvements sought in student performance.
- Formalise, document and implement a school coaching and mentoring process, involving all staff members in the school.
- Develop school wide processes and practices that provide effective and timely feedback in forms that make clear what actions individuals can take, to make further learning progress. Ensure that this feedback becomes an integral aspect of daily interactions with students in all classrooms.