TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – MUDGEERABA SS
DATE OF AUDIT: 25-26 FEBRUARY 2013

Background:
Mudgeeraba SS was established in 1892. There are approximately 880 students in 35 classes from Prep - Year 7. The school has a progressive curriculum program, based on the Australian Curriculum, tailored to meet the needs of students. Mudgeeraba SS has a very proud reputation as a school that promotes learning, high achievement and a breadth of enrichment programs for students. Current Principal Mr Garry Lacey was appointed in July 2005.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit across all domains, particularly in An Explicit Improvement Agenda, An Expert Teaching Team and Effective Teaching Practices.
- The school’s Student Adjustment Information Database (SAID) is integral to guiding teacher judgements about student achievement and differentiated classroom practice.
- A strong collegial culture exists amongst teaching pairs and year level teams. Staff members and the wider school community trust and respect the Principal and the school leadership team.
- School resources are strategically deployed to enhance student learning and support the explicit improvement agenda.
- The school has a systematic curriculum, assessment and reporting framework that make explicit what and when teachers should teach, assess and report on student progress.
- Differentiated teaching is expected in English and mathematics and these strategies are consistently used in classrooms to maximise individual student learning outcomes.

Affirmations:
- The explicit improvement agenda has been communicated to staff members and parents and is understood. School leaders are driving this improvement agenda, which has a strong focus on improving teaching practices.
- Teachers make use of the collaboratively developed Continuity Tool and P-10 indicators to track and monitor student progress and consequently to inform classroom teaching and learning.
- School Wide Positive Behaviour Support (SWPBS) is embedded and underpins the school responsible behaviour plan for students resulting in a school culture that promotes learning.
- Teacher capability development is a high priority and key improvement strategy.
- The Head of Curriculum (HOC) role is highly valued in ensuring consistent teaching and learning expectations across the year levels.
- Teachers place a high priority on identifying and addressing the learning needs of individual students, cooperating closely with the focused teaching team personnel, to maximise student learning outcomes.
- Community support for the school’s improvement agenda is clearly evident and the volunteer effort of parents is recognised and highly commended by staff members.

Recommendations:
- Investigate how individual student learning goals may further enhance the student’s responsibility in their learning.
- Consolidate the use of student monitoring tools across Years P - 7 to ensure a seamless transition of student achievement data including individual learning priorities.
- Expand the current collegial coaching processes to include constructive feedback based on the opportunities for colleagues to formally observe others’ teaching practices.
- Strengthen teacher practice that focuses on the provision of timely feedback to students to make explicit what students need to do to further improve their knowledge and skills.