Teaching and Learning Audit
Executive Summary - Dysart SS
Date of Audit: 7-8 October 2014

Background:
Dysart SS is located approximately 250 kilometres west of Mackay, within the Central Queensland education region. The Prep to Year 7 school was first established in 1974 and currently has an enrolment of approximately 390 students. The Acting Principal, Rob Deen, was appointed to the school in 2014.

Commendations:
- There has been considerable improvement since the school’s previous Teaching and Learning audit in 2012. Specific improvement has been seen in the domains: A Culture that Promotes Learning, Targeted Use of Resources, Differentiated Classroom Learning and Effective Teaching Practice.
- The Leadership Team are to be commended for setting, promoting and supporting an engaging improvement agenda. This agenda has resulted in the school implementing a number of key programs that are directly aligned to addressing the needs of the students at the school.
- The school has worked hard to deliver professional development opportunities that address student needs and this work has been built into the Department’s Developing Performance Framework (DPF) for all teaching staff.
- There is a broad use of class differentiation strategies and teachers have been using a common approach to display and monitor their efforts through the use of the classroom template known as the Surfboard.
- A number of in-class observational support strategies have started within the school and include coaching, profiling and mentoring.

Affirmations:
- The school has a curriculum plan that is aligned to the national curriculum requirements and the school leaders are playing an active role in monitoring the delivery of the plan.
- Teacher aides play an important support role in classes and are aware of the key classroom initiatives.
- There has been work between the school and the local high school around preparation for the transitioning of Years 6 and 7 students into the Junior Secondary school structure.

Recommendations:
- Investigate the school’s capacity to broaden the depth of the Leadership Team, so as to provide additional support to teachers and the teaching and learning process. This additional level of support could help raise the school’s capacity to achieve its improvement agenda.
- Engage all staff members in the DPF through the creation of Individual Development Plans while making sure that it is incorporating the school’s explicit improvement agenda. Formal review meetings will ensure that the plans remain relevant and achievable.
- Formalise the supervisor based observations of classroom teachers under a proven coaching format that will ensure a rich pre and post dialogue as part of the formal feedback. This feedback should generate a goal driven individual plan for improving the teaching and learning process.
- Deliver regular meetings for teacher aides with agendas that could include areas such as, behaviour related professional development, updates on students with additional needs, operational updates and feedback loops.
- Ensure that the school’s internal moderation processes are incorporating all students including those in composite classes. This process should be supported by actively overseen by the Leadership Team, in order to add further quality assurance to the school’s assessment processes.
- Expand the monitoring program to include the allocation of end of semester academic reporting so as to ensure valid and reliable student data across the school.