TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – MORAYFIELD SS
DATE OF AUDIT: 10 - 11 SEPTEMBER 2014

Background:
Morayfield SS is located in the North Coast education region, approximately 50 kilometres north of Brisbane’s CBD. The school has an enrolment of approximately 730 students, including 48 students being supported by the Special Education Unit (SEP) and 16 percent of students being identified as Indigenous. The Principal, Vicky Gahan, was appointed in 2010.

Commendations:
- Since the previous Teaching and Learning Audit in 2011, considerable work by the school has led to significant improvements in the domains: An Explicit Improvement Agenda; An Expert Teaching Team; and Systemic Curriculum Delivery.
- Staff members are committed, caring professionals who demonstrate a high level of care for their students.
- The Principal and other school leaders have developed a strong focus on the school improvement agenda of attendance, student engagement, effective pedagogy and practice in relation to Literacy and Numeracy.
- The Morayfield Way pedagogy document represents a clear vision for effective teaching practice and learning engagement.
- Teaching staff are using a wide range of innovative hands on teaching strategies in an attempt to enhance learning engagement for students and there has been focused professional development on the Teaching of Boys.
- The Principal and Leadership Team have established and are implementing a systematic plan for the collection, analysis and use of student Literacy and Numeracy achievement data, which clearly identifies trends and gaps in student learning.
- A strong collegial culture has been established which provides a sound platform for the ongoing improvement of student behaviour and teaching practices.

Affirmations:
- A range of research based strategies such as Schoolwide Positive Behaviour Support (SWPBS) and a new pedagogical framework based on The Art and Science of Teaching (ASoT) have been introduced to improve learning engagement, quality learning and school culture.
- The introduction of highly specific targets and goal setting in many classrooms is helping to inform a clear focus for teaching and learning.
- Teaching staff are using student learning data very effectively to support the teaching of reading.
- Teaching staff expressed that they welcomed observations and feedback from the Principal and members of the Leadership Team and were also involved in visits to other classrooms.
- The school is implementing a Development Performance Framework (DPF) process for all staff members.
- The school has an ongoing working relationship with both Morayfield SHS and the surrounding primary schools, regarding the transition of senior primary school students to Junior Secondary. Activities between the schools have included the sharing of pedagogical practices, across campus teacher visits, curriculum planning sessions, work shadowing and a range of orientation activities.

Recommendations:
- Further develop strategies for improving student attendance, behaviour and learning engagement as a matter of urgency. This will allow the other aspects of The Morayfield Way to have the impact on student learning that is needed, in order to lift student learning outcomes across the school.
- Continue to develop teacher understanding and skills in relation to analysing student data and differentiating teaching and learning for the full range of learners.
- Ensure that the supervision, professional development and coaching associated with the delivery of the whole school improvement plan, continues to revisit key components of SWPBS and the school’s new pedagogical framework. This will help to reduce student behaviour disruptions to learning, embed and maintain consistency of curriculum delivery across the school.
- Further develop teacher strategies for giving feedback to students on their learning as part of the ongoing rollout of the new pedagogical framework and the implementation of Learning Goals.
- Continue to provide verbal and written feedback to teaching staff on the consistent delivery of whole school programs highlighted in The Morayfield Way and the SWPBS implementation.