TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – MALANDA SHS
DATE OF AUDIT: 13-14 AUGUST 2014

Background:
Malanda SHS is located 76 kilometres south of Cairns, within the Far North Queensland education region. The school has an enrolment of approximately 338 students from Year 8 to 12. The Principal, Noel Rawlins, was appointed to the position in 2003.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, the school has made improvements in all eight domains
- The learning culture at this school, along with systems of monitoring, intervening and supporting student learning, has resulted in high levels of academic achievement, student engagement, staff morale and community confidence.
- The school is pursuing a rigorous Systems Leadership agenda to further improve school results through improving the consistency and quality of teaching across the school. Standards of Practice and role descriptions clarify expected processes and responsibilities across the school.
- Preparations for the introduction of Year 7 students into Junior Secondary in 2015, has been enacted through significant Junior Secondary organisational, pedagogical and wellbeing initiatives.
- The Australian Curriculum has been adopted and now forms the blueprint for identifying learning content throughout the school.
- This school has clearly articulated teaching system expectations in Standards of Practices and the accountabilities for personnel in specific role descriptions. These statements will enhance consistency and quality of teaching across the school.
- The development of the Head of Education Services and Head of Support Services positions for both senior and Junior Secondary provide aligned supervision of the key education and wellbeing processes which target improved learning outputs.
- The Small Classes Strategy provides high quality differentiated instruction to Year 8 and 9 students allowing them to function at very high intellectual age appropriate levels.

Affirmations:
- The school provides an extensive array of extra curricula activities which engage the full range of students in the current and wider community. These include team sports, including interschool representative opportunities, running club, agricultural studies and show teams, leadership training, chess, musicals and arts showcases, writers camps, hospitality and work experience.
- Teaching staff demonstrate a real openness and acceptance of feedback on teaching and classroom practice. They engage confidently in a discourse about planning, teaching strategies and differentiation.
- The Developing Performance Framework (DPF) is being developed to engage staff members in performance planning around improving the teaching system at this school.
- All students have been involved in goal setting conversations with individual teachers involving current performance and specific behaviours to improve performance.

Recommendations:
- Engage staff members and students in the Explicit Improvement Agenda particularly in regard to the final goals, systems and processes.
- Develop a School Curriculum Plan which develops long term direction on identity and output and includes systematic monitoring and guidance to Heads of Education services on Year level and subject level decisions.
- Develop teaching staff’s knowledge about individual student learning strengths and weakness to ensure every student experiences successes every day, in every classroom.
- Continue to develop teacher skill around differentiation in every day classroom practice.