TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – CLERMONT SHS
DATE OF AUDIT: 12-13 SEPTEMBER 2013

Background:
Clermont SHS, established in 1978, is located in the central Queensland city of Clermont. The school has a student enrolment of approximately 160 students.

Commendations:
- There has been significant improvement since the previous Teaching and Learning Audit in the domains An Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- There is an enthusiasm for continued improvement in the school from the Principal, other members of the leadership team, teachers, students, non-teaching staff and parents.
- The explicit improvement agenda in the school is focusing on; curriculum (improving literacy and writing results); increased adoption of explicit instruction; staff support to deliver system and school initiatives; and strengthening school and community partnerships.
- The preparation for Junior Secondary including the Social and Emotional Wellbeing (SEW) Program, positive postcards, phone calls home for positive reasons, presentation of ‘gotchas’ to encourage students towards positive actions and achievements are reinforcing school values.
- There is a positive ethos in the school, which begins with the Principal and teachers and flows to the students. This positivity is adding to student resilience.
- The work of the Vet Projects coordinator and the tracking of senior students are ensuring completion of certificates and the planning of exit strategies for the senior students.

Affirmations:
- The explicit instruction pedagogical strategy is being implemented in the school. The Principal and other members of the leadership team are leading this widespread initiative in the school.
- The willingness of staff members to participate in opportunities for feedback from the Principal and Heads of Department (HODs) is bringing improved pedagogical practice and uniformity of practices by all teachers.
- Literacy and numeracy strategies across the curriculum are being very effective in improving literacy and numeracy results and will be maintained through professional development.
- The academic awards provide motivation for students and are very well attended by parents.
- The University Pathways program to identify alternative pathways for university entrance for students in the senior school is helping students to access university through alternative means.
- There is a strong commitment and engagement by teaching staff in their professional learning.

Recommendations:
- Monitor the effectiveness of the literacy and numeracy cross-curricular initiatives and embed these strategies into the normal pedagogical practice of all teachers.
- Expand the formal and informal teacher feedback systems that already exist in the school to develop a culture of feedback, including the provision of quality written feedback about pedagogy.
- Strengthen and formalise the line management system to facilitate conversations with an express purpose of student outcome improvement.
- Continue to monitor and review the senior curriculum with a view to catering for the educational needs of the full range of students in the school. Monitor and review the engagement of students with the Australian Curriculum. Adopt or modify Curriculum into the Classroom (C2C) resources. Ensure that students are clear about how to improve their result in all subjects. Use ‘A’ level exemplars to establish standards.
- Continue the practice of Year 11 reviews to ensure that students select the most appropriate pathway for their potential and expressed preferences.
- Consider predicting the OP scores of students from the end of semester one.
- Consider setting individual targets for achievement for every student in every subject. Formalise these goals in a document signed by the teacher and parent. Consider making this goal setting the main activity at parent, student and teacher interviews.