EXECUTIVE SUMMARY – PARK AVENUE SS
DATE OF AUDIT: 2 JUNE 2014

Background:
Park Avenue SS is located in North Rockhampton and is part of the Central Queensland education region. The school has a current enrolment of 144 students from Prep to Year 7. The Principal, Helen Heery, was appointed in 2009.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant progress made in the domains: An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice.
- The explicit improvement agenda with a focus on reading, writing, numeracy and the consolidation of explicit instruction has been communicated to staff members, parents and is articulated in the Annual Implementation Plan (AIP). Staff Performance Plans (SPPs) and Professional Development Plans (PDPs) also highlight this improvement agenda as focus areas for professional learning.
- A whole school approach to Calmer Classrooms has been developed and effectively implemented across all year levels. This has ensured a more effective teaching and learning environment. Explicit instruction is currently being progressed throughout the school.
- The school’s Student Support Committee caters for the individual learning and social needs of all students. This team coordinates and assists teachers to effectively use data, organise student groupings, differentiate programs, maximise the resources available and continues to realign class programs to meet student needs.
- The school has well established transition processes for Years 6 and 7 students entering Junior Secondary in 2015.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography, and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The pedagogical framework, which has been collaboratively developed, provides clear direction for the school and is organised through Student Centred Planning: High Expectations; Targeted and Scaffolded Instruction; Alignment of Curriculum, Pedagogy and Assessment; Evidenced Based Decision Making and Safe and Supportive Connected and Inclusive Learning. This framework is evident throughout the whole school.
- A snapshot of NAPLAN results, student profiles and information has been summarised by the Principal and shared with teaching staff at the start of each school year. Class targets have been set and aligned to the region’s targets in reading, writing, spelling and numeracy.

Recommendations:
- Continue to refine the whole school’s curriculum plan and pedagogical framework. Ensure there is clarity about what students are expected to learn and be able to do, high expectations of every student’s learning and explicit teaching of skills and content.
- Provide professional development aimed at enhancing staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to realign teaching and learning practices.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teaching staff.
- Enhance the processes of providing feedback for students and their parents.
- Sustain and extend the strong collegial and self-reflective culture which has been developed by introducing classroom profiling on a more formal basis to enhance teaching practice.