

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – NORTH KEPPEL ISLAND EEC

### DATE OF AUDIT: 11 JUNE 2014



#### Background:

North Keppel Island EEC was established in 1996 and is located on North Keppel Island off the central coast of Queensland. The centre promotes environmental education for sustainability for students, teachers, schools and communities. The Principal, Roger Searl, was appointed in 2011.

#### Commendations:

- Since the previous Teaching and Learning Audit there has been progress made in the domains: A Culture That Promotes Learning, Systematic Curriculum Delivery and Effective Teaching Practice.
- The centre has a strong reputation in the education community, as evidenced by the demand for service and number of state and non-state schools throughout Queensland that access programs.
- The centre has strategically developed mutually beneficial partnerships with a broad range of schools and other educational institutions, businesses, government agencies and community groups.
- The centre has developed a volunteer program that enables members of the community to contribute towards the achievement of the centre's objectives. The time and skills of volunteers adds value to student learning and reduces costs associated with maintaining the centres resources and facilities.
- Staff members liaise extensively with teachers from visiting schools to develop tailored learning experiences.
- Teachers of students who access the centre have a high level of satisfaction with the programs provided in terms of quality learning outcomes, adding value to classroom learning and overall levels of achievement in assessment pieces linked with learning experiences at the centre.
- The Principal and staff members analyse data on student and school numbers that access programs. Comparisons are made between hours of student instruction and maximum capacity targets.
- Funding of a teacher position and the upgrade and maintenance of specialist resources demonstrates the school's commitment to applying its' human and financial resources in a targeted manner.

#### Affirmations:

- Partnerships with local Indigenous owner groups recognise the culture and history of Traditional Owners and embed their local traditional culture and knowledge within programs.
- A number of science units have been developed aligned with the Australian Curriculum. Students are completing assessments tasks at their schools linked with units delivered at the centre.
- Centre staff members are open to feedback from visiting teachers and proactively implement relevant suggestions designed to improve practice and enhance resources.
- The Principal has collaborated with the centre's extended network to establish a unique Parent and Citizens' Association (P&C), that is focused on strengthening and maximising community engagement.
- Implementation of the school's *7Es: experiential learning, explicit learning, engage, explain, explore, elaborate and evaluate*, pedagogical framework, is ensuring the use of research-based teaching practices and that students are engaged, challenged and learning successfully.

#### Recommendations:

- Collaborate further with key feeder schools to identify how existing programs can be tailored and new ones developed to support the delivery of units of work aligned with the Australian Curriculum.
- Identify school performance data sets and use to set measurable targets for key priorities.
- Enhance alignment with pedagogical approach used by feeder schools by exploring how key elements of the explicit teaching framework can be embedded into everyday practice.
- Implement a process to map intended learning outcomes of targeted programs to the Australian Curriculum.
- Capture and monitor student achievement levels for assessment items linked with units delivered by the centre. Use data to set measurable targets and to reflect on the effectiveness of teaching practices.
- Further build the capacity and confidence of staff members to embed the use of Information Communication Technology (ICTs) into learning experiences.
- Expand the professional development program to include a specific focus on systemic priorities and the delivery of the Australian Curriculum. Ensure alignment with Developing Performance Plans.
- Formalise existing reflective practices to ensure each teacher receives regular, meaningful written feedback on specific elements of their teaching and learning practice. Align process with professional development and consider implementing a formal mentoring model.