Executive Summary – Trinity Beach SS

Date of Audit: 21-22 May 2013

Background:
Trinity Beach SS is the largest primary school in the Cairns Northern Beaches Cluster. The school caters for the learning needs of 867 students from Prep - Year 7. The school continues to expand its extra-curricular offerings for students. Current Principal, Matthew Denzin was appointed permanently at the commencement of 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in all eight domains.
- The explicit improvement agenda with a focus on reading and improving attendance has been communicated to staff members and parents and is articulated in the Annual Implementation Plan.
- The Principal and leadership team regularly observe teachers teaching and provide written and verbal feedback to teachers. Observations routinely focus on explicit teaching strategies associated with the explicit improvement agenda. Leaders also conduct lessons and invite feedback on their practices by coaches.
- Teacher aides are valued highly in the teaching and learning process and train in specific teaching strategies every week. They are deployed to classrooms to support specific activities.
- Weekly parades are utilised to revisit items from the explicit improvement agenda including celebrations of attendance progress.

Affirmations:
- The Teaching and Learning Handbook clearly articulates the expectations for how teachers should teach.
- A clear leadership structure exists to oversee the specific elements of the school implementation plan and the teaching and learning operations of the school.
- Decision-making regarding improvement agenda elements is informed by research evidence and through visitation to, and assessment of practices in other schools that have achieved significant improvements in student outcomes.
- Class data profiles are produced from information captured by the school and are utilised to inform future planning for students.
- School Wide Positive Behaviour Support provides clear guidelines about the behaviour expectations for students.
- Sponsorship has been sought and secured from local community groups to expand the offerings available within the school.
- Parents are offered training in techniques associated with the teaching of reading.
- WALT (We Are Learning To…) and WILF (What I’m Looking For…) are promoted to clarify learning intentions and success criteria of lessons.

Recommendations:
- Define the explicit improvement agenda couching it in terms of the specific improvements sought in student performances, alignment with state-wide priorities and including clear targets and accompanying timelines. Ensure that the plan is rigorously actioned.
- Refine current assessment strategies to ensure all teachers analyse the diagnostic elements of instruments to identify skill gaps and misunderstandings in student learning.
- Define expectations of feedback for students and utilise the information to develop individual learning goals for students.
- Investigate and employ methods for the assessment of prospective prep students prior to commencement of the school. Utilise the data to prepare appropriate programs and to assist families in the transition to school.