TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – SUNSHINE BEACH SS
DATE OF AUDIT: 15 - 16 SEPTEMBER 2014

Background:
Sunshine Beach SS is located south of Noosa’s main beach, within the North Coast education region. The school has a current enrolment of 800 students from Prep – Year 7. The Principal, Jennifer Easey, was appointed to the position in 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, there has been significant improvement made in the domains: Analysis and Discussion of Data; An Expert Teaching Team; Systematic Curriculum Delivery; and Effective Teaching Practice.
- The Principal and Leadership Team provide high quality support for all staff members through comprehensive induction programs, Developing Performance processes and Capability planning and feedback.
- A high level of trust is apparent across the school community. Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The school has developed strong transition processes with the local high school, including the primary Head of Curriculum (HOC) providing regular curriculum and pedagogical professional learning for secondary teachers, as well as, weekly differentiation meetings with key secondary staff members to positively support the transition to Junior Secondary.
- The integration staff members are to be commended for their support of planning, teaching delivery, assessment and reporting for students with disability in line with current P-12 policy.
- The school is to be commended for their re-accreditation as a Glasser Quality School, focussed on self-motivated learners, quality systems and ongoing focus on improvement.
- The school provides a range of programs in conjunction with the local university, for example, Explorama, which provides students opportunities to engage in in-depth exploration of concepts and topics beyond the prescribed curriculum.

Affirmations:
- A coherent and sequential curriculum plan is in place and provides a reference point for teachers to plan and consistently deliver the Australian Curriculum.
- The pedagogical framework, Quality for Every Learner, reflects the seven features of a Glasser Quality School and provides a reference point for teaching staff in planning effective programs.
- Staff members are participating in the Success Program for mathematics and Sheena Cameron’s professional development on reading comprehension.
- Teaching staff in year level teams use data to monitor student learning and engage in conversations with Leadership Team members to reflect on student progress.
- Teacher aides are highly trained para-professionals providing strong support to teachers in classrooms.

Recommendations:
- Consolidate differentiation practices across the school by documenting the provision of individual learning, offering students multiple means of representation, engagement and expression.
- Monitor levels of engagement and challenge in curriculum, particularly for mid to higher performing students.
- Continue to immerse the whole school community in the principles of Glasser so that the accreditation is sustained and new staff members develop a full understanding of implications for teaching practice.
- Maintain the regular communication of Glasser’s Choice Theory with the wider school community to ensure that families know and support the school’s ethos.
- Further develop the level of expertise among all teaching staff through ongoing professional development which is aligned with the explicit improvement agenda and emerging data sets.