

TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY – QUEENSLAND ACADEMY FOR CREATIVE INDUSTRIES DATE OF AUDIT: 13-14 MAY 2013



Background:

The Queensland Academy for Creative Industries (QACI) was established in 2007 and is located in the Creative Industries precinct at Kelvin Grove in Brisbane. QACI caters for high performing students in Years 10-12 and features an emphasis on creativity, enterprise and the innovative use of technology.

Commendations:

- Since the previous Teaching and Learning Audit there has been a significant improvement particularly in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources and Differentiated Classroom Learning.
- The establishment of the Professional Learning Communities with a focus upon facilitating the implementation of the Art and Science of Teaching (ASOT) pedagogical framework and sharing professional practice.
- The work of the Apple Angels to develop the leadership and interpersonal skills of students and to facilitate the development of the technological expertise of students and staff members.
- The Youth Music Industries initiative showcasing the entrepreneurial and enterprising skills of students and the school community partnership with QMusic.
- The implementation of the International Baccalaureate Career Certificate to facilitate a dedicated career path for students seeking to specialise in the creative area that suits their passion and ability.
- The development of a data culture involving the extensive analysis of data and the use of the 'Markbook' with a view to informing starting points for teaching and improving student outcomes.
- The GROWTH (Goals, Reality, Options, Will, Tactics, Habits) model is used throughout the Academy as a basis for collegial conversations both for student and staff development.

Affirmations:

- The very strong alignment that is evident in planning documents with regard to the QACI explicit improvement agenda including the school strategic plan, the Annual Improvement Plan, the subject area explicit improvement plan and the teaching and non-teaching staff individual performance plan.
- The extensive feedback given to students by teachers which includes specific advice to guide improvement.
- The use of the success coach to monitor and track student progress and the regular recording of the GROWTH reflections by students, for all subjects, in One School.
- The introduction of a Certificate II in volunteering to enhance student outcomes.
- The implementation of student to teacher feedback process, about pedagogy which has been trialled by some teachers.
- The articulation of learning goals by teachers to clarify the learning intentions for each lesson.
- The extensive range of resources that are developed and placed on the Learning Place (Blackboard, Ed Studio) by teachers for 24/7 student digital access.

Recommendations:

- Continue with the implementation of ASOT. Support this with a formal system of coaching and mentoring in order to give teachers quality feedback about their pedagogy and to share the considerable expertise that exists within the teaching staff.
- Strengthen the line management structure to ensure the quality assurance of the explicit improvement agenda at all levels of the organisation and to ensure consistency and clarity of communication.
- Continue with the data analysis and the implementation of differentiation strategies to ensure individualised and personalised learning continues, including extending the capabilities of all students. Investigate methods to centrally record the adjustments made for students.
- Implement the use of a common format for all subject curriculum documents to provide a consistency of practice across the curriculum.
- Expand the use of the comprehensive end of Semester One, Year 12 class data analysis, the class placemat, process and extend to include all year levels.