Executive Summary – Clover Hill SS
Date of Audit: 5-6 May 2014

Background:
Clover Hill SS is located in Mudgeeraba on the Gold Coast in the South East education region. The school has a current enrolment of approximately 964 students. The Principal, Gayle Alessio, has been at the school since 2007.

Commendations:
- Since the previous Teaching and Learning Audit in 2011, considerable work by the school has led to improvement in almost all domains, particularly in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, An Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practice.
- The school’s Curriculum Handbook clearly outlines the school’s curriculum planning, implementation and assessment expectations. Both the Curriculum Handbook and Staff Handbook are of a very high quality and have been collaboratively developed and refined over time.
- All staff members have a working knowledge of the school’s explicit improvement agenda and could provide examples of the positive impact this has had in their classrooms.
- There are regular data conversations between teaching staff and their Line Manager based on class data profiles, which informs teaching.
- The level of involvement of teachers in participating in and leading curriculum committees, has developed significant parallel leadership in the school and enhanced the quality of teaching and learning in classrooms.
- The highly successful work of the curriculum leadership team is built on a very strong alignment of curriculum vision and practice. This is supported by a strong collegial culture and high levels of sharing and professionalism.

Affirmations:
- The introduction of goal setting has led to a high level of understanding in students of their learning needs.
- Many teachers are providing quality feedback to students on their learning using a variety of strategies.
- The level of documentation in curriculum planning, to support the differentiation of teaching strategies, has set up a great platform for supporting a range of student learning needs on an ongoing basis.
- A Watching Others Work (WOW) program has provided great support for new teachers to the school and in assisting teachers to address their identified areas for improvement.
- The school has undertaken significant ongoing work with the Green Heart Cluster, to facilitate the effective transition of primary school students to Junior Secondary. The cluster with Robina SHS has ongoing transition, curriculum and pedagogy arrangements partnerships in place.

Recommendations:
- Continue the rollout of the improvement agenda supported by professional development, coaching, mentoring and teacher feedback to drive consistency regarding the school’s preferred teaching practices and routines.
- Continue to develop teacher understanding and skills in relation to differentiating learning for the full range of learners, especially high achieving students.
- Continue to develop teacher feedback processes and align them with the implementation of the Developing Performance Framework (DPF) processes and school wide improvement priorities.
- Continue to develop teacher strategies for giving feedback to students on their learning, by sharing some of the highly effective practices that are happening in many classrooms.
- Consider opportunities for increased teacher sharing at sector and year level meetings.
- Further develop moderation processes to enhance the consistency and validity of A-E reporting data, including the examination and monitoring of the A-E data against standardised test instruments.