Learning and Teaching Audit 2013

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Systematic Curriculum Delivery and Targeted Use of School Resources.
- The explicit improvement agenda, with a focus on reading, is being supported with a school-wide approach to teaching reading comprehension. The internal tracking of student reading progress is showing strong improvement.
- A consistent approach to behaviour expectations through School Wide Positive Behaviour Support (SWPBS) has created a classroom environment where interruptions to learning are minimal and students are focused on successful learning.
- All teaching staff spoke about high expectations for student learning and the morale of teaching staff is consistently high.
- A strong school team has been established and all teaching staff spoke positively about the professional support that they receive from their colleagues.
- The use of a communication book for each identified student is assisting teachers and support staff to consistently track student performance against their agreed learning goals.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback within an agreed framework.
- Each class is receiving additional support through the funding of teacher aide time that is targeting school priorities identified through strategic planning.

Recommendations:

- Develop targets and timelines that target specific aspects of the schools explicit improvement agenda. Ensure that staff members are tracking individual student performance against these targets and timelines.
- Expand the current systems that are in place for identified students to monitor the progress against the stated learning goals of students who have multiple learning difficulties.
- Use internal data sets to regularly monitor the effectiveness of school-wide approaches that address identified priorities.
- Develop strategies that target parent engagement and develop reporting systems that provide parents with guidance on actions they might take to support their children’s learning.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Develop school-wide expectations related to how timely feedback can be provided to students in relation to stated learning expectations.
Proposed actions:

- School staff to progress the improvement agenda as outlined in the new Four Year Strategic Plan with specific emphasis on setting school wide targets and timelines in the areas of reading, writing, mathematics and science. School wide approach to individual tracking to be expanded.

- The use of One School utilized not just to track Diagnostic tests.

- Continue to review and develop the School Curriculum Plan as continual changes occur.

- Staff to ensure alignment to National Curriculum and State imperatives.

- Enhance approaches to School wide teaching of spelling, reading, writing, mathematics.

- Staff continue to align their classroom practices with School curriculum and behavioural expectations

- Provide more opportunities to staff to engage in data analysis of student performance to assist in monitoring the progress of classroom and school programs.

- Staff continues professional development in the Art and Science of Teaching. (ASOT)

- Time allocation each staff meeting for professional discussion around ASOT sharing/ development.

- School development of our Pedagogical Framework (including whole school, classroom and student evidence) based around ASOT.

- School professional development and implementation of Kids Matter particularly around parent engagement. Aligned to our School Wide Positive Behaviour Support

- Improvements to the school reporting processes to include student progress against their learning goals and assistance to parents on how they can support their children’s learning.

- Continue to develop classroom profiling

- Utilizing the strategies of the self-reflection of the ASOT design questions and moving this forward to the provision of peer and principal feedback.

- Further work on individual learning plans and goal setting especially for those students with learning difficulties. The goal setting and tracking processes could be modelled on those for SWD.

- Staff implementation of the strategies from Design Question 1 in ASOT specifically goal setting and feedback to students.

- Provision of professional development for leadership team and staff members aligned to individual development plans.

- Continue to use staff, cohort, cluster and district meetings to enhance curriculum planning and delivery.

- Continue involvement in action research, projects and trials that enhance classroom and professional experiences.

- Continue to develop technology resources and expertise within the school.