

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – KARARA SS

DATE OF AUDIT: 12 SEPTEMBER 2013



Background:

Karara SS is a one teacher school with eight students. The school is located 50 kilometres west of Warwick in the Darling Downs South West Region. The school is part of the Cunningham cluster of schools. The school has two teacher aides.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda.
- The Principal has developed an explicit and detailed local school improvement agenda and can describe the improvements they wish to see in student behaviours and outcomes in reading. This agenda is communicated in staff meetings, school newsletters and parent-teacher meetings.
- There is evidence of a school wide commitment to every student's success and staff members of the school tell stories of significant student improvement in reading.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There is a happy, optimistic feel to the school.
- There is a documented Professional Learning Plan.
- Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.
- There is a particular focus on improved teaching methods in reading.

Affirmations:

- The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address Curriculum into the Classroom (C2C) for English, mathematics and science.
- The school has developed processes, for example, systematic testing for identifying student learning needs.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.

Recommendations:

- Ensure central records of student achievement and progress are maintained and each student has a summary profile for English, mathematics, science and history. Ensure the data is summarised, displayed and communicated. Further explore the use of OneSchool to enter data.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Use data to establish where students are up to in their learning, to identify skill gaps and misunderstandings, to monitor improvement over time and growth across years of schooling. High priority needs to be given to developing staff members' data literacy skills.
- Develop whole of school higher order thinking strategies, which are embedded within all key learning areas (KLAs).
- Develop teaching skills to ensure that differentiation is a priority of the school and a feature of staff practice.