

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MARMOR SS

DATE OF AUDIT: 2 SEPTEMBER 2013



Background:

Marmor SS is located in a rural setting approximately 40 kilometres south of Rockhampton. The school is staffed with a Teaching Principal, part-time teacher and two teacher aides. The school currently has an enrolment of 15 students and also offers a pre-Prep program one day a week for interested families.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in all the domains.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents. Extensive data sets are being used to track student improvement against clearly established targets and timelines.
- All staff members indicated a school wide expectation that all students will learn and achieve positive outcomes. The learning environment is calm and free from unnecessary interruptions to learning and the classroom is a well organised and resourced learning space.
- Teaching staff work closely together as a team. All teaching staff have participated in observations and provided written feedback in relation to the explicit instruction teaching model.
- Planning for differentiation clearly shows how the different needs of students are being identified and adjustments to learning opportunities are being made.

Affirmations:

- The data spread sheet currently under development is being used to report to parents and students academic progress against clearly identified standards.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science and have reflected on how best to address the curriculum requirements of multi-age classes.
- Personalised learning plans are being developed and these will assist staff members, parents and students to track their improvement against established learning goals.
- Bookwork displays evidence of teacher feedback that aims to guide student improvement against the assessment criteria.

Recommendations:

- Continue to develop innovative formats to communicate the improvement agenda to the parent community. Align these formats to the goal setting processes currently under development.
- Provide professional development aimed at building staff members' data literacy skills. Continue to develop relevant literacy and numeracy data sets to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Continue to ensure that there are school wide high expectations of every student's learning and that these expectations are evidenced by aspirational individual targets established for all students.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Provide opportunities to teachers for the joint analysis of student work, with an emphasis on the identification of highly effective teaching strategies that are improving student learning.
- Continue to develop a highly reflective teaching culture where teachers routinely use student data to reflect on the effectiveness of teaching strategies.