

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – TRESSWELL SS

DATE OF AUDIT: 29 APRIL 2013



Background:

Tresswell SS is a remote rural school located 56 kilometres west of Springsure in Central Queensland. The school has six students, one teacher and a teacher aide. The school was first established in 1971 and is surrounded by large farm properties.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and Differentiated Classroom Learning.
- There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible in reading, spelling and attendance.
- The Principal has analysed school performance data over a number of years and is aware of trends in student achievement levels.
- The Principal explicitly encourages differentiated teaching in a multi-age setting using goal setting for English.
- There is clarity about what students are expected to learn and be able to do. There is explicit teaching of skills and content and individualised attention as required.
- Targets for improvement are clear and accompanied by timelines.
- One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school.
- Students are very well behaved, polite and respectful. Classrooms are calm, but busy.

Affirmations:

- Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) and teaching reading comprehension strategies, have been used to provide a whole school approach to explicit teaching of strategies.
- The Principal has participated in professional development on the explicit instruction model.

Recommendations:

- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Ensure a strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations with reference to Technology, SOSE, HPE and the arts.
- Continue to develop leaders' and teachers' data literacy skills.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Refine teacher feedback to students to ensure it is timely and guides student action, is linked to assessment criteria, exemplars and student learning goals.
- Ensure programs meet the needs of all students including the higher achievers and gifted and talented students. Establish a school culture which is built around high expectations and a commitment to academic excellence. Embed higher order thinking in all key learning areas (KLAs).
- Ensure there is a documented professional learning plan linked to the school improvement agenda and it has timelines and budget cost centres.
- Develop processes to triangulate NAPLAN, PAT Reading and CARS data to ensure accuracy and reliability of individual students' data and to identify starting points for teaching.