

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – THANGOOL SS

DATE OF AUDIT: 12 JUNE 2014



### Background:

Thangool SS is a small primary school located in the Central Queensland education region with a current enrolment of approximately 114 students from Prep – Year 7. The Principal, Michael Nielsen, was appointed to the position in 2013.

### Commendations:

- Since the previous Teaching and Learning Audit in 2011 the school has seen improvements in the following domains: Analysis and Discussion of Data; Targeted Use of School Resources; An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice.
- There is a strong improvement agenda around aspects of literacy and numeracy with the aim to improve student results through consistent teaching and a thorough knowledge of the learning capabilities of all students.
- Data collection, monitoring and analysis about student learning are high priorities at the school. An assessment schedule details fortnightly data conversations that are used to ensure each student is progressing towards learning goals.
- The Principal works with each teaching staff member to monitor student progress and problem solve to overcome learning obstacles. School resources are allocated to support improved learning outcomes.
- The school enjoys widespread community support providing additional resources, as well as, the ongoing standard of excellence enjoyed by students at the school.
- Staff members develop teaching plans including details of how they will cater for individual student differences and ensure all students can achieve learning success.
- Reading and mathematics times are scheduled to allow students of similar learning needs to work together and access appropriate resources.
- The learning environment at this school is consistently positive, demanding and differentiated.
- Expert teaching staff members at the school are encouraged to share their practice with others.

### Affirmations:

- The school has adopted explicit instruction strategies with a view of improving the consistency of teaching strategies experienced by students. The leadership of the school believes that greater consistency of pedagogy will improve student outcomes.
- A *Parent Meeting Profile* is prepared to ensure the full range of information about student learning is available for parent teacher interviews.
- Staff members have achieved a high level of consistency in the teaching and learning environments experienced by students as they move from class to class.
- A Developing Performance Plan has been prepared for each staff member and is based on the Department's Developing Performance Framework (DPF).
- A transition and extension plan has been prepared to ensure Years 6 and 7 students transitioning to Junior Secondary in 2015 are well prepared.

### Recommendations:

- Ensure explicit instruction is practiced in all classrooms, further developing the consistency students experience in their day to day learning.
- Develop staff members' understanding and use of the OneSchool classroom dashboard to ensure portability and consistent access to key aspects of school, cohort, class and individual data.
- Identify and encourage staff members who demonstrate high gain teaching strategies. Ensure these teachers work with all staff members in a coaching and mentoring role to ensure students experience consistent high quality teaching.
- Continue to build consistent teaching and curriculum planning strategies across the school to ensure that each teaching staff member is planning to build on the work and curriculum of previous years.