

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – ARATULA SS

DATE OF AUDIT: 16 JUNE 2014



Background:

Aratula SS was opened in 1911 and is located in the Fassifern Valley in the South East Queensland Scenic Rim. The school has a current enrolment of approximately 33 students. The Principal, Sean Algate, was appointed to the position in 2012.

Commendations:

- There has been progress since the previous Teaching and Learning Audit, most significantly in the domain: An Explicit Improvement Agenda.
- Small group literacy rotations have been introduced to ensure academic delivery is targeted at the individual student level. Staff members describe the improved student engagement and increased learning that has occurred as a result of these rotations.
- Parents and Parents and Citizens' Association (P&C) representatives, discuss in detail the high level of communication provided by the school.
- Staff members describe the increased level of clarity around what and how they are to teach, that is being implemented under the current leadership.

Affirmations:

- The Explicit Teaching Model, *I do, We do, You do*, has been partly phased in as a way of providing consistent teacher practice throughout the school. Further detailed, whole staff training about this delivery will provide an even more consistent approach.
- Parent information sessions have been held by the local secondary school. Student visits to the secondary school are planned, to assist with the transition to Junior Secondary. Classes of Excellence offered by the secondary school make up part of the *Secondary School Transition Program*.
- Extra staff members have been employed to assist student learning in the morning learning block.

Recommendations:

- Continue to build on the data gathering processes and monitoring of data that has begun this year. Ensure that information about the school's performance is communicated to the school community and that standardised testing is added to OneSchool.
- Provide teachers with regular opportunities to moderate their work, both at school and cluster level. Ensure that assessment items are given at year level and regularly review A-E achievement by checking for triangulation of standardised assessment, report marking and NAPLAN.
- Provide all students with academic and behavioural targets and goals. Ensure that these are achievable, known by parents, short cycle, for example, every five weeks, or term, and celebrated when reached.
- Implement a Coaching and Mentoring Framework that outlines when detailed, formalised classroom observation and feedback will occur.
- Narrow and sharpen the explicit improvement agenda to focus on what are determined to be the most immediate priorities, include clear targets and timelines. Incorporate clear strategies, associated professional development requirements, budget implications and monitoring processes. Communicate the agenda to the school community and celebrate progress as targets are attained.
- Ensure that through participation in the Developing Performance Framework (DPF), individual professional development plans have been established and align with the school's Professional Learning Plan.
- Review the current Curriculum Plan to ensure it reflects what is being taught each year and within each grade level. Monitor curriculum delivery to ensure that the required curriculum as detailed in the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework (QCARF) is implemented.
- Adopt a school differentiation template that records the strategies that the school has in place to provide further support or extension for students not working at their year level. Ensure teacher planning outlines the differentiation that occurs in their day to day teaching.