Teaching and Learning Audit
Executive Summary - Clare SS
Date of Audit: 30 October 2014

Background:
Clare SS is located approximately 35 kilometres west of Ayr, within the North Queensland education region. The school has a current enrolment of 30 students. The Principal, Lee Braney, has been in the position since 2013.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 the school has shown improvement in all eight domains: Explicit Improvement Agenda, Analysis and Discussion of Data, Culture that Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- A detailed whole school curriculum plan includes time allocated to particular learning areas. This plan provides a context for delivering the required curriculum.
- The school is implementing an Assessment and Monitoring Framework to guide teaching staff on which assessments are required to be completed and expected levels of achievement at each year level.
- The school has a clear explicit improvement agenda around reading. The school has set benchmark targets that are well known to teachers. The school wide reading program involves students being grouped across the school for targeted teaching at an instructional level.
- Individualised intervention programs have been implemented including: a Phonemic Awareness program, as well as, one-to-one instruction with teacher aides using levelled age appropriate reading resources.
- The Principal and staff members are clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning, are aware of trends in student achievement levels and are committed to every student’s success.

Affirmations:
- All staff members have a working knowledge of the school’s explicit improvement agenda and could provide examples of the positive impact this has had in their classrooms.
- There are regular data conversations between staff members based on class data profiles, which informs teaching. The school has embraced the research of Sharratt and Fullan: Putting Faces on the Data. Data walls are visible in all classrooms and students can use these to articulate their learning targets.
- Years 6 and 7 students have been involved in a Transitioning into Junior Secondary program in conjunction with the local high school.
- Goal setting has led to a high level of understanding in students of their learning needs.
- There was evidence of conversations with staff members led by the Principal as a result of instructional walkthroughs and lesson observations.

Recommendations:
- Continue the development of evidence based teaching practices through the implementation of the pedagogical framework. Continue to support this with professional development, formal mentoring and coaching arrangements characterised by regular observation and evaluation of teaching practice, modelling and feedback.
- Further develop teachers’ skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school wide targets. Continue to build staff members’ data-literacy skills to reflect a sophisticated understanding of data concepts.
- Further develop student skills at setting and actioning their individual learning goals. The intended student actions need to be specific and measurable and also shared with parents to ensure further assistance towards achieving these goals.
- Develop a school wide process for differentiation. Reinforce planning requirements to ensure consistency of planning and adjustments for students’ differentiated learning by all teaching staff.
- Further develop moderation processes to enhance the consistency and validity of A-E reporting data, including the examination and monitoring of the A-E data against standardised test instruments and NAPLAN results.