

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – THARGOMINDAH SS

### DATE OF AUDIT: 20 MAY 2013

**Background:**

Thargomindah SS has 31 students with two classes, P - 2 and Year 3 - 7. The school has two teachers with an additional contract teacher funded by the local shire. The students mainly come from the local township of Thargomindah. The school motto 'knowledge, courtesy and truth' is proudly used to build the positive school ethos.

**Commendations:**

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda through a clear description of reading, number and explicit teaching, and Systematic Curriculum Delivery.
- The Principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school using an explicit teaching model.
- There is evidence of a school wide commitment to every student's success and staff members of the school tell stories of significant student improvement in reading.
- The school has successfully implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history.
- The school has developed goal setting for reading and number which is communicated in staff meetings and during parent teacher interviews.
- In planning meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning.
- The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes.

**Affirmations:**

- Professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in reading and number by utilising trained staff in First Steps in Reading and Number.
- Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided using some differentiation models.

**Recommendations:**

- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on all key learning areas (KLAs).
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Develop the Principal and teachers' data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Implement whole of school higher order thinking strategies which are embedded within all key learning areas (KLAs) and ensure there is a focus on using criteria sheets and exemplars.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building onto and extending learning in previous years.
- Implement systematic strategies for identifying student needs and the development of creative school wide solutions for addressing those needs to establish learning gaps and ensure records of individual student needs, achievements and progress are maintained centrally and shared across year levels.