**TEACHING AND LEARNING AUDIT**

**EXECUTIVE SUMMARY – SOUTH JOHNSTONE SS**

**DATE OF AUDIT: 3 JUNE 2013**

**Background:**
South Johnstone SS is a two teacher school located south of Innisfail. The school is organised into two classes P - 2 and Years 3 - 7. The majority of students live in the local catchment.

**Commendations:**
- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda through reading, spelling and explicit teaching.
- The Principal and staff members are clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence using the explicit teaching model.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tells stories of significant student improvement in reading and writing.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- The Principal has introduced programs and strategies to identify and address the needs of students in the school and is sourcing and applying available resources to meet those needs.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- There is a particular focus on improved teaching methods in reading, spelling and consolidated learning.

**Affirmations:**
- The school provides opportunities for staff members to take on leadership roles outside the classroom.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- The Principal explicitly encourages teachers to tailor their teaching to student needs and readiness.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.

**Recommendations:**
- 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.
- Actively promote the use of differentiated learning for ensuring every student is engaged and learning successfully. Use assessment instruments to identify skill gaps in student learning.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Develop teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Ensure that all students are engaged in challenging, meaningful learning for all key learning areas (KLAs) using higher order thinking teaching strategies.
- Further 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.