

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – QUILPIE SC

DATE OF AUDIT: 4 JUNE 2013



Background:

Quilpie SC is located in south western Queensland and caters for approximately 50 students from Prep - Year 10. Post Year 10 students have the option of accessing the facilities, technology and staff to engage with distance education.

Commendations:

- Since the previous Teaching and Learning Audit there has been progress made in the Systematic Curriculum Delivery domain by ensuring that the enacted curriculum remains a focus for discussion and collaboration among teachers.
- Weekly release time for collaborative planning is bringing about a strong collegial culture where all teachers are beginning to take collective responsibility for improving student learning. The Support Teacher: Literacy and Numeracy teacher (STLaN) leads these sessions which are enabling clearer vertical alignment of the enacted curriculum.
- Senior teachers of the school take on leadership roles which are highly appreciated by all staff members. The students value the involvement of these school leaders in their learning.
- The school offers programs and school access for pre-school and post year 10 students.
- All staff members understand the importance of positive and caring relationships to successful learning and the school wide culture.
- The students and parents of Quilpie SC have trust and confidence in their teachers. There are strong relationships between parents and their children's teachers.

Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The Parents and Citizens Association (P&C) provides funds to improve school resources and facilities. A large amount of P&C funds are raised to support the whole school excursion which occurs every second year.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics and science and have reflected on how best to address the curriculum requirements for multi-age classes.
- The Junior Secondary program has been a priority in the improvement agenda of the school and significant negotiations have been undertaken to formally include Year 7 in the high school setting.
- The afternoon high school study club provides individual tutoring and assistance for students.

Recommendations:

- Develop the whole school pedagogical framework to clarify the kinds of teaching you wish to see. Support this through a planned and formalised approach to coaching and mentoring.
- School leaders need to be hands on in driving evidence-based teaching practices across the school. Make the priorities, timelines more explicit and monitor how classroom practice contributes to achievement of improved student outcomes and the school's explicit improvement agenda.
- Continue to build teachers' capacity to improve classroom teaching; to take action and monitor progress by developing more sophisticated data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of school.
- Continue to develop the implementation of the Australian Curriculum by monitoring student engagement and outcomes. Adopt or adapt C2C resources guided by professional judgement.
- Supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school. Ensure that the teaching and learning is building on to and extending that of previous years.
- Strengthen written timely feedback to guide student actions and individual learning goals as key elements of the school's push for improved teaching and learning and embed best practice.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student's capacity to improve, especially in the upper two bands.