

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MUTARNEE SS

DATE OF AUDIT: 15 NOVEMBER 2012



Background:

Mutarnee SS is a co-educational Prep - Year 7 school approximately 100 kilometres north of Townsville. There are currently 16 students taught by the Teaching Principal and a part-time science teacher, supported by teacher aides in a multi-age setting.

Commendations:

- The Teaching Principal has developed an improvement agenda in writing and spelling based on analysis of systemic data over a number of years.
- The Teaching Principal is very open to learning from research and from colleagues and is an active participant in the cluster.
- There has been progress since the previous Teaching and Learning Audit in the area of data analysis and use, evidenced by the introduction of Progressive Achievement Tests (PAT) in reading, mathematics and science, and through the support of a data coach for the Principal in analysing student data. There has been progress in developing an expert teaching team through participation in the cluster professional learning community and cluster plans to implement collegiate critiquing by visiting each other's schools and to use a teacher feedback rubric to self-reflect.
- On-line programs are used to motivate, support and extend student learning.
- Staff members, students and parents all speak highly of the school with an obvious sense of pride and belonging. They refer to the school as being like a family. There are high levels of trust evident across the school community.
- Students are very well behaved, polite and respectful. Classrooms are calm, but busy.
- The Principal is very well organised and prepares work for students at their appropriate level to be implemented by teacher aides.

Affirmations:

- 2013 Student Free Days have been well planned to address systemic and school priorities.
- The Teaching Principal has reviewed her Principal Performance Development Plan to reflect her current learning needs.
- The school has a documented schedule for data collection.
- Student attendance targets have been achieved.
- Curriculum into the Classroom (C2C) units has been successfully implemented in English, mathematics and science.
- Students track their progress in spelling and respectful behaviours in their weekly homework and have this signed by their parents.

Recommendations:

- Communicate the improvement agenda to the whole school community. Include literacy and numeracy targets for each year level with timelines especially for the focus areas for improvement, which is writing and spelling.
- Develop school processes, which encourage teachers to take responsibility for the changes in their practice, required to achieve school targets and to use data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.
- Set time aside (for example, on student free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. Use data to identify gaps in student learning, identify school priorities, take action and monitor progress over time and across years of schooling.
- Implement plans initiated with other Band 5 teaching principals in the cluster, to develop coaching and mentoring and a culture of openness to critique by colleagues reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Embed higher order thinking skills within all key learning areas (KLAs).
- Explore and develop a whole school pedagogical framework including a focus on high expectations, lesson intent and feedback to students. Ensure professional learning activities are focused on building staff members' understandings of highly effective teaching strategies.

