

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CHARLEVILLE SS

DATE OF AUDIT: 27-28 AUGUST 2012



Background:

Charleville SS, a Prep - Year 7, has a present enrolment of 255 students. The school is located in South West Queensland, approximately 270 kilometres from Roma. Charleville SS is a Positive Behaviour School and a member of the National Partnership Program. The school has formed many positive partnerships with the local community, sporting organisations, businesses, government agencies and Charleville SHS.

Commendations:

- Since the last Teaching and Learning Audit considerable improvement has been achieved in the domains of Explicit Improvement Agenda, An Expert Teaching Team and Effective Teaching Practices. The school community and staff applaud the leadership and dedication of the Principal and speak highly of the way they are supported.
- The leadership team have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well known positions on the kinds of teaching that they wish to see occurring in reading.
- The Principal and Deputy Principal spend time working with teachers to improve their teaching practices, including coaching, modelling, evaluating and providing feedback on classroom teaching. Teachers appreciate these sessions as invaluable in supporting them to improve their teaching.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda centred on the teaching of reading and student attendance. This is being implemented in all classrooms.

Affirmations:

- The use of data to track students' progress in reading and how this is placed on a data wall.
- The commitment of all teachers to improve student attendance.
- An individual academic development plan is being implemented for each child that provides a snapshot of test results for NAPLAN, PATR and PATM, semester report card ratings, spelling inventory, attendance and reading.
- Teacher planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided. Most teachers are writing daily and/or weekly plans on their computer and making adjustments to meet student needs.
- Teachers are successfully implementing Curriculum to Classroom (C2C) units in all classrooms.

Recommendations:

- Review School Wide Positive Behaviour Support (SWPBS) so it has influence to enhance the classroom teaching and learning environment and the playground environment. Consult and collaborate with the school community so expectations for behaviour of students, staff members and parents are clear and understood. Research best practice in social and emotional learning to support students, staff members and parents. Explore linking this to the work in SWPBS.
- Clarify, align and document the pedagogical practices, expected for teaching and learning across the whole school. Aligned to this is the implementation of explicit teaching instruction across the school.
- Progress teaching practices and activities to promote higher order thinking to improve the number of students achieving in the upper two bands levels.
- Model and coach teachers to further build their data literacy skills to take responsibility for the changes required in their teaching practice. Continue to empower teachers to use data on a regular basis to monitor the effectiveness of their own efforts and enhance the work commenced in differentiation to identify appropriate starting points for teaching and to personalise teaching and learning activities for students.