

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – LEYBURN SS

DATE OF AUDIT: 6 MARCH 2013



Background:

Leyburn SS is located in a rural setting. The school is staffed with a Teaching Principal and teacher. The school community is very supportive and proud of their school.

Commendations:

- Since the last Teaching and Learning Audit the Principal and staff members have made considerable progress in the domain Analysis and Discussion of Data and are aware of trends in student achievement levels over time.
- The Principal and staff members have developed and are driving the school's improvement agenda in spelling and reading.
- 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 are very few obvious behavioural problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.
- The school Principal explicitly promotes the use of differentiated teaching as a strategy to meet the needs of individual students.
- Teachers are implementing an individual learning plan for each student of the school.
- The school has professional and hardworking staff members that are working together as a team towards improving student learning outcomes.

Affirmations:

- Physical spaces within classrooms are flexible and have been used effectively to allow whole group, small group or individual work.
- The Principal and other teachers have introduced programs and strategies to identify and address the needs of students in the school.
- The Developing Performance Framework has been implemented for all staff members and it forms the basis for professional discussions.
- Teacher aides are used effectively to provide learning programs to students.

Recommendations:

- Ensure targets for improvement are clear and accompanied by timelines.
- Utilise appropriate software to ensure data is centrally located and easily accessible to staff members.
- Provide professional development in the analysis and use of school assessment data.
- Use data to identify gaps in student learning, to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.
- Continue to develop a whole school curriculum plan that includes term and unit plans for all key learning areas (KLAs). Develop and implement a process for the tracking of essential learnings in the KLAs of studies of society and the environment (SOSE), technology, the arts and health and physical education (HPE).
- Develop formal mentoring and coaching arrangements characterized by regular observation and feedback.
- Establish a whole of school process to provide timely feedback to students and parents about student progress.