

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – JERICO SS

DATE OF AUDIT: 4 SEPTEMBER 2013



Background:

Jericho SS has 13 students from Prep - Year 7. The school is located two hours west of Emerald in the Central Queensland education region. The school has a Teaching Principal with Years 3 - 7 and a second teacher for three days per week with the Prep – Year 2 students.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and Systematic Curriculum Delivery.
- There is evidence that the Principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school.
- The school has implemented Curriculum into the Classroom (C2C) for English, mathematics, science and history this year.
- The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. The school ethos is built around high expectations and a commitment to academic excellence.
- There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- There is evidence that the Principal sees the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.

Affirmations:

- The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff members.
- The Principal discusses the implications of Junior Secondary for students at the school and is refining programs to support transition.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- Planning shows how the different needs of students are addressed.
- Continue to provide opportunities for teachers to take on leadership roles outside the classroom.

Recommendations:

- Further develop the whole school pedagogical framework to align with the school improvement plan, with a continued focus on literacy and numeracy.
- Develop the teachers' data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Establish a feedback culture in which staff members provide timely, explicit feedback to students to guide further actions to improve their learning. Link this to the analysis of student data, student learning goals and criteria based assessment.
- Implement whole of school higher order thinking strategies which are embedded within all key learning areas (KLAs) and ensure there is a focus on using criteria sheets and exemplars.
- Develop a process to document the identification of skill gaps through triangulation of diagnostics and to be rigorous with monitoring student progress.
- Ensure there is a well-documented Professional Learning Plan with timelines and budgets.
- 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.