

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - CARINA SS

DATE OF AUDIT: 1-2 SEPTEMBER 2014



Background:

Carina SS was established in 1917 and is located within the Metropolitan education region. The Prep to Year 7 school has a current enrolment of 325 students, with 11 students being supported by the Special Education Program (SEP). The Principal, Alan Rowell was appointed to the position in 2012.

Commendations:

- Since the previous Teaching and Learning Audit in 2012, considerable professional development has taken place around Visible Learning and the Art and Science of Teaching (ASoT), to develop a platform for the development and implementation of the school's pedagogical framework.
- The development of *Wildly Important Goals* (WIGS) has created a school wide focus on literacy and numeracy and a clear understanding of targets for comprehension, number facts and multi-step problem solving.
- The development of learning goals and success criteria is evident across the school providing students with the tools and strategies for successful learning.
- The student Leadership program provides all students with the opportunity to develop leadership skills in preparation for formalised leadership roles in Years 6 and 7.

Affirmations:

- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school's Professional Learning Plan.
- The school's pedagogical framework clearly articulates pedagogical principles and strategies to enhance student learning and engagement. A clear framework, success criteria and resources are provided for each focus area to support implementation.
- The formation of focused teaching teams provides opportunities for teachers across year levels to collaboratively plan and moderate student work.

Recommendations:

- Ensure all elements of the Curriculum Framework are consistently implemented across all years and classes. Assign leadership responsibility to monitor the mandated curriculum is fully implemented and ensure horizontal and vertical alignment across years.
- Continue to provide professional development for all staff members on the core elements of the pedagogical framework to strengthen teachers' understanding and ensure greater consistency of practice in classrooms.
- Develop and implement individual learning plans for all students who are accessing learning outside of their year level.
- Continue to develop and formalise the processes whereby instructional leaders visit classrooms to observe practices and provide written and verbal feedback to teachers on teaching practice.
- Continue to build teacher capacity by developing data literacy skills and teacher ability to take action and monitor the progress of students over short data cycles. Link this to whole school systems for tracking school performance.
- Enhance the school based data collection schedule by including benchmarks and targets for student achievement across all year levels.
- Develop a school wide process to support teachers document differentiation strategies in their unit and weekly planning.
- Establish stronger connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.
- Further engage parents in the learning process by communicating the student's learning goals and intended curriculum and assessment requirements on a regular basis.