

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – ABERCORN SS

DATE OF AUDIT: 27 AUGUST 2014



Background:

Abercorn SS is located approximately 40 kilometres from Monto, within the Central Queensland education region. The school has a current enrolment of approximately 25 students. The Acting Principal, Benjamin Turner, was appointed to the school in January 2014.

Commendations:

- Since the previous Teaching and Learning Audit in 2011, there has been an improvement in the domain: Systematic Curriculum Delivery.
- The school has worked hard to develop a strong connected community. This positive tone allows classes to operate purposefully with the focus on learning.
- The school has fostered a renewed interest in the areas of literacy, numeracy and Explicit Instruction and this now represents its core agenda.
- The school has developed an *Individual Data Notebook* that allows students to record and monitor their own attendance, whilst also raising self-awareness of their level of performance for a number of different academic data sets.
- The school has recently developed student goal setting processes and this is empowering students to become actively engaged in their own learning.
- The Principal is to be commended for his strong commitment to the Developing Performance Framework (DPF) within the school. The agreed outcomes for each staff member has been directly aligned to the Professionals Standards for Teachers, as outlined by the Australian Institute for Teaching and School Leadership (AITSL).

Affirmations:

- The school has curriculum plans that contain scope and sequence that align with Australian Curriculum and adapts and adopts resources from the Curriculum Into the Classroom (C2C). The structure has been shaped to cater for the school's multi-age classes.
- The wide variety of staff member's skills, allows the delivery of a broad range of quality support for teachers and students.
- The school is working with the local high school to ensure that all parties are ready for the current Years 6 and 7 students transition to Junior Secondary in 2015.
- The school has done considerable work in building a curriculum pathway for the delivery of literacy and numeracy.

Recommendations:

- Create and implement Individual Curriculum Plans (ICP) for all identified students with additional needs and include a program of review that has input and endorsement from all stakeholders.
- Consider the review of the current student targets to ensure they are aspirational. Include a timely tracking process to allow for refinements and celebrations for student success.
- Develop a clear assessment schedule across the school to ensure that the assessment tasks are known to parents and students to ensure they are actively supporting the learning process. The schedule should be complemented by clear and consistent processes in allocating end of semester academic achievement.
- Provide teachers with regular opportunities to moderate student work and include a coaching and mentoring program to enhance a culture for professional sharing.
- Regularly engage with staff members regarding their status around curriculum planning and delivery, in order to provide both teacher support and quality assurance.
- Look for further opportunities to connect with the cluster in order to foster a broad base of collegial sharing for leaders, teachers and support staff.