

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – KULUIN SS

DATE OF AUDIT: 17-18 JUNE 2013



Background:

Kuluin SS is a metropolitan school located on the Sunshine Coast. The school has a population of 766.2 students P-7 including 33 students supported by the Special Education Program (SEP). Kuluin SS has a strong identity in the community and is known for providing a range of programs to ensure students reach their learning potential.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Targeted Use of Resources and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on consistent teaching in spelling, reading and place value warm ups has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP).
- The Principal and school leaders have identified The Art and Science of Teaching (ASOT) as the basis for the whole school pedagogical framework. The professional learning community activities, collegial visits and planning templates reflect the adoption of the ASOT guiding questions.
- Some teachers are differentiating for the range of students in their classes by offering multiple means of representation, engagement and expression, using a range of planning formats.
- The Principal and other school leaders are to be commended for their strategic use of specialist teachers to allow year level coalitions to undertake regular unit planning and Support Teachers: Literacy and Numeracy (STLaN) to meet individually with teachers to review class data.

Affirmations:

- Some teachers have started to set self-improvement goals with their students and are providing regular and timely feedback to guide student actions.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history. The Head of Curriculum (HOC) and SEP teachers are assisting class teachers to adapt C2C units to meet the learning needs of the range of students in their class.
- Some teachers are regularly reviewing class data to inform planning for teaching, celebrate student learning and for reporting to parents.
- The developing performance conversations and subsequent individual plans are impacting positively on teacher capability.

Recommendations:

- Continue to scaffold teacher engagement and use of the ASOT design questions identified in the whole school pedagogical framework.
- Build teacher use of timely feedback to guide student actions as a key element of the school's push for improved teaching and learning. Written feedback to students then forms another data set to demonstrate distance travelled in student learning.
- Continue to provide data literacy skill development for teachers so they confidently interrogate data on individual students to identify misunderstandings in learning, not just skill gaps.
- Continue to support teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Identify consistent templates for teacher use and include these with unit planning documents.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal, other school leaders and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Continue to work with Regional Human Resources personnel to provide teachers with professional renewal opportunities and to recruit staff members with particular expertise to support the school's improvement agenda.