

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CHILLAGOE SS

DATE OF AUDIT: 31 MARCH 2014



Background:

Chillagoe SS was opened in 1902 and is located in the Far North Queensland education region, with a current enrolment of approximately 29 students. Current Principal, Ms Gaye Lovelock, was appointed to the position in 2014.

Commendations:

- There has been progress since the previous Audit, most significantly in the domains of: Analysis and Discussion of Data, Culture that Promotes Learning, Targeted use of School Resources, Effective Teaching Practices and An Expert Teaching Team.
- The school's leadership team have assessed and can describe data which shows differing achievement standards across cultural groups. The school implemented procedures and Individual Learning Plans (ILPs) to enable a long term change in this data.
- Staff members and parents speak of the high levels of detail in the new systems the Principal is implementing. These systems and processes are clearly communicated at staff meetings and Parents and Citizens' (P&C) meetings.
- The tone of the school reflects the establishment of a positive learning environment for all students. This is reflected in significant long term academic improvement data in National Minimum Standards (NMS) for most students.
- There is a large focus on differentiation at the school. Staff members can show which students are receiving extra support to enable additional support or accelerated learning to challenge high achieving students.

Affirmations:

- A number of community activities have been initiated to enhance the school's exposure. As a result a number of parents and community members volunteer to assist both at the school and in the classroom.
- The school is using its budget to develop a set of resources to assist teachers in the delivery of targeted programs to achieve outcomes outlined in the Annual Implementation Plan (AIP).
- The school has implemented an attendance policy and the rigorous actioning of this policy will ensure high attendance rates for all students.
- The Explicit Teaching model, *I do, We do, You do*, is being implemented as a structure to enhance all lessons. Staff members receive training in this model and class observations show teachers are working through the different phases of this mode of delivery.
- This school, in recent years, has shown improvement in the Department's annual School Opinion Survey (SOS) data in terms of parent and student satisfaction in schooling.
- The school is in the process of producing Professional Development Framework (DPF) plans for all staff members.
- The Principal has begun discussions regarding putting processes in place to assist students and their families prepare for Junior Secondary.

Recommendations:

- Narrow and sharpen the explicit improvement agenda to focus on what are determined to be the most immediate priorities including clear targets and timelines. Incorporate clear strategies, associated professional development requirements, budget implications and monitoring processes. Communicate the agenda to the school community and celebrate progress as targets are attained.
- Harness the power of high quality feedback to students by identifying and employing clear methodology, including annotations in workbooks. Ensure there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Clearly define the expectations regarding the embedding of higher order thinking in all subject areas. Support teachers to meet these expectations through systematic professional development.
- Configure reports to reflect progress over time and include suggestions for ways in which parents can support their children's learning. Ensure there is parent input into what information should be provided in a school report. Include processes that ensure there is consistency of reporting from semester to semester and year to year.
- Ensure that there are processes in place to guide teacher judgement when assessing and reporting A-E achievements to parents. Moderation protocols around this assessment would be greatly enhanced by both an internal and external guide to ensure consistency of judgement.