

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – KENNEDY SS

DATE OF AUDIT: 5 JUNE 2013



Background:

Kennedy SS is a three teacher school 20 kilometres north of Cardwell in Far North Region. The school has 65 students arranged into three classes; Prep - 2, Years 2 - 4 and Years 5 - 7. The school is set in a picturesque valley surrounded by banana and sugar cane farms.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, A Culture That Promotes Learning and Effective Teaching Practice.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda to improve reading comprehension, spelling and writing.
- The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence using the established processes for feedback and the mentoring and coaching and explicit teaching.
- There is evidence that the Principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome 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.
- The school has implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history this year while continuing to deliver essential learnings in the other key learning areas (KLAs).
- There is a strong sense of pride and belonging in the school.

Affirmations:

- The Parents and Citizens (P&C) Association have provided financial support for reading resources to support the improvement agenda.
- Teachers use criteria sheets and exemplars for English, mathematics, science and history.
- All staff members have been provided with professional development in spelling using the Spelling Mastery program.
- The Principal has observed lessons and teachers are open to feedback.
- Teacher aides provide support for identified students in targeted areas of need.

Recommendations:

- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Embed higher order thinking skills within all KLAs.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Continue to explore ways to maintain good central records of student achievement and progress.
- Develop a whole of school approach to providing feedback to students which is individualised, timely and guides student action.
- Actively promote the use of differentiated learning for ensuring every student is engaged and learning successfully. Ensure planning shows how different needs of students are addressed, including the high achievers.
- Encourage and support teachers to routinely use data on student achievement, as evidence of successful teaching and effectiveness of school programs.
- Continue to develop teachers' data literacy skills to identify the gaps in student learning, to monitor improvement over time and to monitor growth through tracking devices.