

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – MERINGANDAN SS

DATE OF AUDIT: 6 NOVEMBER 2014



### Background:

Meringandan SS is a small rural coeducational school located 15 kilometres north west of Toowoomba, within the Darling Downs South West education region. The school has a current enrolment of 225 students from Prep to Year 7. The Principal, Janelle Groves, has been in the position since 2010.

### Commendations:

- Since the previous Teaching and Learning Audit in 2010, the school has made improvements in all eight domains of the Audit Instrument.
- The school's explicit improvement agenda has embedded Schoolwide Positive Behaviour Support (SWPBS), Improved Reading and Explicit Instruction. Progress has been achieved in all of these areas.
- The SWPBS has resulted in significant improvement in the learning culture of the school. Students are motivated to learn and appreciate the positive learning culture.
- A comprehensive curriculum plan has been completed which documents the enacted curriculum across all year levels and all learning areas. An assessment schedule has been mapped. Teacher unit planning utilises a planning tool which supports consistency. Every unit plan centres the assessment task and intended standards, the teaching sequence, and plans to differentiate to meet the needs of the student. Most teachers pre-plan lesson warm ups to meet identified student weaknesses.
- A comprehensive assessment plan, annual standardised testing and formative assessment allows teaching staff to develop a forensic knowledge of each student's learning strengths and weaknesses. Teaching staff cooperatively plan and meet every month to check student progress.
- The school has adopted Explicit Instruction as its signature pedagogy. These learning routines are visible in teachers planning and classroom practice. Students know and describe their role in each phase of the learning.

### Affirmations:

- There is a real sense of urgency, with a focus on teaching existing in all classrooms in the school.
- The Developing Performance Framework (DPF) process involves joint planning, professional feedback and ongoing dialog about improving professional practice with staff members.

### Recommendations:

- Develop a school wide curriculum planning process which refines unit planning so that the content, process and assessment decisions taken this year are carried forward to future years.
- Review the detail included on student report cards to ensure best use is made of teacher time.
- Continue to engage families as valuable partners in the teaching and learning process.
- Induct parent helpers and volunteers to support key learning strategies with children at home.
- Review the Prep pedagogy to ensure consistency between classrooms and ensure vertical alignment of expectations and benchmark goals.
- Continue to identify high impact teaching strategies which will be implemented consistently across the school.
- Further develop teacher confidence in the selection of strategies to enrich and extend the learning plans of higher achieving students.