

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – FLAGSTONE SS

DATE OF AUDIT: 24-26 APRIL 2013



### Background:

Flagstone SS is located north-west of Jimboomba and caters for 670 students in classes from Prep - Year 7. The school has high expectations for students and is a place of learning for all. Current Principal Rosalind Clay was appointed in 2010.

### Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in all eight domains. The most significant growth has been in the domains of A Culture that Promotes Learning and Systematic Curriculum Delivery.
- Thorough whole-school curriculum planning exists for the key learning areas (KLAs) of English, mathematics, science and history.
- The Head of Curriculum (HOC) regularly visits classrooms and provides written feedback on formal observations pertaining to elements of the explicit improvement agenda and the school pedagogical framework.
- The school pedagogical framework clearly outlines what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, the requirement for individualised attention, and timely feedback to guide student actions.
- Focus curriculum groups led by teachers provide clear lines of communication between school leaders, the HOC and the classroom teachers.

### Affirmations:

- The Special Needs Action Committee (SNAC) is a key structure in the deployment of human resources to meet specific student needs. Its systems and procedures are clear and transparent.
- School Wide Positive Behaviour Support elements have been reviewed to improve clarity and place greater emphasis on recognising students displaying responsible behaviours.
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teacher aides work directly with students where possible and are valued paraprofessionals in the teaching and learning process. They are keen to learn and welcome new learning opportunities.
- Clear year level student performance targets exist in English, mathematics, science and history.
- WALT (We Are Learning To...), WILF (What I'm Looking For...) and TIB (This Is Because...) are promoted to clarify learning intentions, success criteria and aims of lessons.
- Teacher non-contact time has been timetabled to allow year level teachers to collaborate weekly.
- Teacher directory provides electronic access to information pertinent to teaching and learning expectations.

### Recommendations:

- Continue to provide professional development for teaching and paraprofessional staff in the teaching practices contained in the school pedagogical framework. Ensure that that the professional development is systematic, sequential and timely to attain deep understanding and consistency of practice.
- Embed and monitor the practices described in school planning documents regarding feedback. Utilise the feedback to collaboratively set and review student learning goals.
- Develop a strong collegial and self-reflective culture in which teachers strategically develop professional learning goals and invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback.
- Review written student progress reports to ensure they include clarity of improvement over time and provide guidance to parents on actions they might take.
- Clearly communicate the pertinent elements of the explicit improvement agenda and its associated strategies with the school community.