

TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY – COMET SS DATE OF AUDIT: 23 AUGUST 2012



Background:

Comet SS is located in the small township of Comet, approximately halfway between Emerald and Blackwater in Central Queensland. It is a small rural school with a current enrolment of 34 students. The school motto is "Aim High".

Commendations:

- Since the last Teaching and Learning Audit report in 2010, there has been a significant improvement in the domain of Analysis and Discussion of Data. There is evidence that the Principal views reliable, timely student data as essential to the effective leadership of the school.
- The Principal has ensured that data is used school wide through regular implementation of the school improvement meetings with all staff members.
- The school has very professional and hardworking staff members. They are working together towards improvement in their teaching to ensure there is improvement in student learning outcomes.
- The Principal and other school leaders have developed and are driving the school's explicit improvement agenda in writing and reading. This includes clear school targets and timelines which have been communicated widely and are owned by staff members.
- The school has creatively deployed and maximised school and community resources to implement a range of initiatives to enhance teaching and learning for all students.
- The Principal explicitly promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. All teachers are using the 'Intervention Overview' to identify and support individual and group needs.
- Strong procedures are in place to encourage the development of a culture of continuous professional development.

Affirmations:

- The school tone reflects a commitment to purposeful and successful learning. This is evident through a range of intervention, extension and extra-curricular activities.
- There is a documented Professional Learning Plan based on school improvement priorities and staff performance plans.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.

Recommendations:

- Continue to develop and implement a whole of school pedagogical framework across key learning areas (KLAs) that ensures consistent alignment from Prep - Year 7.
- Continue to develop whole of school processes which will support the Principal and teachers to visit other school's classrooms, observe teaching and to provide feedback (mentoring and coaching) as part of a self-reflective culture focused on improving classroom teaching.
- Support teachers to develop a deep and sophisticated understanding and use of a range of data. Continue to encourage teachers to use data on a regular basis to monitor the effectiveness of their teaching and to reflect on classroom and school practices.
- Ensure that in team meetings there is an emphasis on the joint analysis of student work (moderation and consistency of judgement) and on teaching strategies for improving student learning.
- Continue to develop a whole school process of implementing higher order thinking skills across all key learning areas.
- Develop and implement a process for the tracking of essential learnings in the KLAs of SOSE, technology, HPE and the arts.
- Continue to assist students to monitor their own learning and set goals for future learning.

