

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – DAINTREE SS

DATE OF AUDIT: 30 OCTOBER 2013



### Background:

Daintree SS is a one teacher school with 18 students from Prep - Year 7. The school is located approximately 100 kilometres north of Cairns in the Far North Queensland region. The school also has a part-time teacher for two days per week, who teaches science, history and parts of the mathematics curriculum.

### Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Expert Teaching Team and Systematic Curriculum Delivery.
- There is a particular focus on improving teaching, implementation of Curriculum into the Classroom (C2C) and using data to guide teaching.
- There is a documented Professional Learning Plan and the school has arrangements in place for mentoring and coaching.
- There is a focus on professional learning activities by building staff understanding of highly effective teaching strategies in the focus areas of lesson warm-ups and consolidations.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- Staff members of the school tell stories of significant student improvement in reading and writing.
- Staff morale is generally high.
- There is a documented school plan and timetable for the annual collection of student outcome data.

### Affirmations:

- The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- Student achievement data from the assessment schedule is entered into OneSchool.
- The school has commenced processes to prepare upper primary students for Junior Secondary through transition days with Mossman SHS.

### Recommendations:

- Use data to establish where students are up to in their learning, to identify skill gaps and misunderstandings, to monitor improvement over time and growth across years of schooling.
- Ensure the school has clear targets and timelines for the explicit improvement agenda which is formally monitored.
- Develop whole of school higher order thinking strategies which are embedded within all key learning areas (KLAs).
- Further develop and document programs that meet student needs, such as the gifted and talented mathematics program.
- Ensure time is set aside to formally discuss curriculum, highly effective teaching strategies and data analysis of student misunderstandings.
- Ensure SOSE, technology, health and physical education (HPE) and the arts are delivered, meeting the system requirements, with year level guides to making judgements and exemplars communicated to students.
- Ensure that there is vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling.