

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – AIRVILLE SS

### DATE OF AUDIT: 13 NOVEMBER 2012



#### Background:

Airville SS, surrounded by canefields, is located in the Burdekin District 100 kilometres south of Townsville and 9 kilometres inland of Ayr. The majority of students reside on neighbouring farms or within the small rural subdivision of Mount Kelly. Airville SS was opened in 1890 and approximately 40 per cent of current students are 2<sup>nd</sup>, 3<sup>rd</sup> or more Airville SS generation students.

#### Commendations:

- The school has developed an agenda for improvement focused on reading comprehension and spelling. This has been based on the analysis of NAPLAN and school based student assessment data.
- There has been significant progress since the previous Teaching and Learning Audit in the domains of Analysis and Use of Data, Targeted Use of School Resources, An Expert Teaching Team and Systematic Curriculum Delivery.
- A whole of school approach to improving reading comprehension has been implemented through the use of 'Into the Book' teaching strategies.
- All staff members are clearly committed to the wellbeing and learning success of every student. They have a shared detailed knowledge of students' backgrounds, learning needs, academic levels, interests and motivations.
- Teacher aide and Support Teacher Literacy and Numeracy (STLaN) time is targeted to provide support for students and cohorts.
- Literacy and numeracy benchmarks and school targets have been reviewed to reflect the current assessment tests used in each year level.
- Teachers triangulate students' NAPLAN, PAT and reading level data to ensure consistency and reliability.
- All staff members have participated in the developing performance framework as a basis for professional discussions and have identified areas for professional development.
- Staff morale is consistently high and staff members work as a team demonstrating respect and trust.
- Teachers visit each other's classrooms and have provided feedback on teaching practices. The Principal mentors the early year's teacher.
- Students are polite, well behaved and generally enthusiastic about learning.
- Across class and across year level groupings for literacy and numeracy occur in the Prep - Year 2 and Years 3 - 7 classrooms to enable students to receive learning support and extension.
- The school deploys teachers to make the best use of their skills, for example, one teacher specialises in science across year levels and another teacher specialises in SOSE, the arts and technology. The STLaN provides mentoring for staff members and student intervention.

#### Affirmations:

- A draft pedagogical framework policy, incorporating explicit teaching, has been developed.
- There has been a clear focus on effectively implementing the Curriculum into the Classroom (C2C) units in multi-age settings.
- Individual student data tracking profiles have been developed.
- The Parents and Citizens' Association (P&C) president speaks highly of teachers' commitment and passion for improving student outcomes.
- The Principal and teachers have developed a matrix which describes 'What are the best practices for reading?' to be used for self-reflection and to provide feedback on teaching reading.

#### Recommendations:

- Explore ways to improve on current student outcomes through learnings from research evidence, international experience and from other schools that have achieved significant improvements.
- Develop school, year level and individual student overviews to enable data to be summarised, displayed, monitored, stored and tracked across years.
- Use standardised and school based literacy and numeracy assessment instruments to establish where students are up to in their learning and to identify skill gaps and misunderstandings. Ensure planning for differentiation shows how different needs of students are addressed including the higher achievers.
- Develop whole of school higher order thinking strategies which are embedded within all key learning areas (KLAs).
- Fully implement the whole of school pedagogical framework with a focus on lesson intent, explicit teaching and timely feedback to guide student actions.
- Over time focus professional learning activities on improved teaching methods in writing and mathematics.

