

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - AVONDALE SS

DATE OF AUDIT: 28 OCTOBER 2014



Background:

Avondale SS was established in 1895 and is located approximately 30 kilometres from Bundaberg, within the North Coast education region. The P - 7 school has a current enrolment of 20 students. The Acting Principal, Judith White, was appointed to the school in 2014.

Commendations:

- Since the previous Teaching and Learning Audit in 2011, the school has seen significant improvement in all eight domains.
- The school has generated effective flexible multi-level class differentiation that is delivering targeted teaching and learning that meets the needs of individual students.
- There is a renewed focus across the school, evidenced by the introduction of a number of new programs and policies. This focus is directly aligned to an agenda that is targeting improved student outcomes.
- Teacher aides are to be commended for their role in contributing to quality student learning within the classrooms.
- The Principal is actively supporting the engagement of the local cluster schools for the benefit of student extension, as well as, staff members' professional development.

Affirmations:

- Professional sharing with local high schools is ensuring a smooth transition for Years 6 and 7 students into Junior Secondary.
- Programs are in place with the community that are designed to improve local networks, such as, actively promoting the Pre-Prep playgroup program on the school site. This work is also supporting a smooth transition into the formal schooling system.
- The use of individual Development Performance Framework (DPF) plans with all staff members, include common goals that are aligned to the school's improvement agenda.
- Effective triangulation of data using standardised testing and assigned level of achievement reporting has allowed genuine review and refinement of teaching and learning.

Recommendations:

- Create formal staff and parent handbooks that include the school's key programs and processes. Ensure this handbook clarifies the connection to the school's explicit improvement agenda.
- Develop a whole school curriculum and assessment plan and use this to generate information for students and parents so that they access unit overviews, assessment schedule and assessment exemplars to ensure that they can be active contributors to supporting student learning
- Continue to develop the student goal setting program that includes individual targets that have strategies that are specific and meaningful.
- Continue a broad exploration of possibilities that could stem from working within the local cluster and extend the scope beyond teachers by including teacher aides and students.
- Provide routine data reviews with both the teachers and teacher aides and use this to refine Individual learning profiles and class profiles. Ensure that OneSchool becomes the focal point for housing student data and provide teacher professional development around data management and data interrogation.
- Commence a formal coaching and mentoring program that is designed to support the school's pedagogical framework and includes sensitive and meaningful feedback.