**TEACHING AND LEARNING AUDIT**

**EXECUTIVE SUMMARY – BURKETOWN SS**

**DATE OF AUDIT: 21 OCTOBER 2013**

**Background:**
Burketown SS is a three teacher school arranged into two classes; Prep - 3 and Years 4 - 7. The teaching Principal supports both classes by providing non-contact time for teachers and health and physical education lessons.

**Commendations:**
- There has been some progress made since the previous Teaching and Learning Audit in the domain of Systematic Curriculum Delivery.
- The Principal has developed an explicit improvement agenda to improve writing based on NAPLAN data trends.
- Most parents take an obvious interest in their children’s learning.
- The school has a documented plan for curriculum delivery that includes year level and term plans.
- The school has moderated student work with cluster schools using guides to making judgements and criteria sheets.
- The school has a designated time to deliver explicit teaching of writing three times per week.

**Affirmations:**
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- School data is presented to staff members in meetings, but presentations tend to be for information rather than a trigger for in-depth discussions.
- Some use is made of differentiated teaching for numeracy and reading.

**Recommendations:**
- Develop processes to identify highly effective teaching methods which form part of feedback cycles and review processes.
- Ensure targets and timelines are clear, monitored regularly and well communicated.
- Ensure the assessment schedule is used as a whole school approach. Build teachers’ data literacy skills through in-depth discussions about student progress and identify skill gaps to find starting points for their teaching.
- Ensure the whole school curriculum plan is implemented, monitored and is vertically aligned.
- Align the Professional Learning Plan with the school explicit improvement plan with a more narrow focus to improve the teaching of writing.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Commence discussions with staff members, students and parents around preparation processes and transition for Junior Secondary.