

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – KOGAN SS

DATE OF AUDIT: 16 OCTOBER 2012



Background:

Kogan SS is a co-educational school with two multi-aged classes and a current enrolment of 36 students. The school is located 48 kilometres west of Dalby. The Parents and Citizens' Association (P&C) is very supportive in the implementation of school initiatives. The school is a member of the Chinchilla Cluster of schools in the Darling Downs South West Region.

Commendations:

- Since the last Teaching and Learning Audit report in 2010, there has been considerable progress in the domain of Analysis and Discussion of Data. There is evidence that the Principal views reliable student data as essential to their effective leadership of the school.
- The Principal and staff members are clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning, are aware of trends in student achievement levels and are committed to every student's success.
- The Principal and staff members have developed and are driving the school's explicit improvement agenda in reading comprehension and spelling. This includes clear school targets and timelines which have been communicated widely and are owned by staff members.
- The tone of the school reflects a school wide commitment to purposeful, successful learning and high expectations. There is a happy, optimistic feel to the school.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn.

Affirmations:

- The school has implemented the Australian Curriculum in English, mathematics and science.
- The school is identifying student learning needs and applies available resources through structured support in classrooms by teacher aides.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems and staff morale is generally 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 a whole school curriculum plan with reference to a shared vision; assessing, monitoring and reporting on the intended learning; shared beliefs about quality teaching and embedding the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas.
- Develop the tracking of students learning and assessment tools in the key learning area of science.
- Develop tailored, regular and sustained interventions for students requiring additional support in literacy and numeracy.
- Continue to develop and implement a whole of school pedagogical framework across key learning areas that ensures consistent alignment from Prep – Year 7.
- Continue to develop teachers' self-reflection and critique processes, for example, through mentoring and coaching, teachers visiting others classrooms and the Principal visiting classrooms and providing feedback.
- Develop a school wide process for differentiation. Reinforce planning requirements to ensure consistency of planning and adjustments for students' differentiated learning by all teaching staff.
- Continue to develop individual learning plans, which will enable records of individual student needs, achievements and progress to be maintained centrally.

