

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – ALOOMBA SS

DATE OF AUDIT: 4 SEPTEMBER 2014



### Background:

Aloomba SS was opened in 1899 and is situated in the Mulgrave Valley, 30 kilometres south of Cairns, within the Far North Queensland education region. The P – 7 school has a current enrolment of approximately 89 students. The Principal, Robyn Corbett, was appointed to the position in 2001.

### Commendations:

- There has been progress in all eight domains since the previous Teaching and Learning Audit, most significantly in the domains: An Explicit Improvement Agenda, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- The school has assigned whole school science delivery to an identified science specialist. Parents describe their child's enthusiasm and interest in science that has developed as a result of this whole school science program.
- To assist the school's improvement agenda of reading, comprehension and spelling, the school has implemented the *Reading Box* and *Spelling Mastery*.
- The school has developed a culture of high expectations for work standards and completion. This standard is highly regarded amongst the school community.
- A number of parent volunteers operate a before-school *Reading and Sight Word program*. The school ensures nightly home reading through a strictly enforced *Home-Reader Log*.

### Affirmations:

- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school's Professional Learning Plan (PLP).
- The Explicit Teaching Model, *I do, We do, You do*, is being implemented as a structure to enhance all lessons.
- Japanese lessons are delivered twice a week for middle and senior years.
- The school has a well-established *Robotics program* that is delivered from Years 1 to 7. This is delivered by an expert and students speak positively about this technological opportunity.
- There is evidence that staff members receive coaching and feedback. Formalised feedback with set targets for improvement would enhance this process.

### Recommendations:

- Harness the power of high quality feedback to students, by identifying and employing clear methodology, including annotations in workbooks. Ensure that there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Clearly define the school's explicit improvement agenda. Communicate the agenda to the whole school community and celebrate progress as targets are attained.
- Build on the internal monitoring of student academic outcomes and provide cluster, region and state opportunities for staff members to moderate student work.
- Define the expectations regarding the embedding of higher order thinking in all key subject areas. Support teachers to meet these expectations through systematic professional development.
- Provide greater opportunities for the school and senior students to engage with the local high school, this to include numerous visits to enable students and families to feel comfortable about the transition to Junior Secondary.
- Provide all students with academic and behavioural targets and goals. Ensure that these are achievable, known by parents, short cycle, for example, every 5 weeks, or term, and celebrated when reached.