

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – GOONDI SS

DATE OF AUDIT: 11-12 SEPTEMBER 2013



Background:

Goondi SS is located in Innisfail, Far North Queensland. The school caters for the learning needs of 425 students from Prep - Year 7. The school prides itself on maintaining its high expectations in all facets of the school. Current Principal, Arthur Sclipa, was appointed in 1994.

Commendations:

- There has been significant progress made since the 2010 Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Discussion and Analysis of Data, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The Principal is an outstanding instructional leader and has accepted personal accountability for improvements in teaching. He is directly involved with teaching and learning and executes his duties as supervisor and coach to ensure the agreed standards are met and maintained.
- Direct instruction and explicit teaching are embedded throughout all classrooms and staff members are supported in the acquisition of skills through unambiguous documentation and resources, group and individual coaching, mentoring, and regular feedback from the Principal. The consistent approach has been credited with attainment of very positive student data from both internal and external sources.
- An extensive array of assessment and monitoring devices are employed that closely track student progress and inform future planning and intervention programs.
- Positive and caring relationships permeate the school and there is an obvious sense of belonging and pride within the school community. An ethos of high expectations is reflected in the student work and conduct and in the physical environment that supports learning. Parents speak highly of teachers' commitment and the school in general and the communication about their children's learning.
- The school creatively deploys personnel to affect maximum influence on student learning and expends funds to support programs that have been identified through extensive research to have highest impact.
- Teacher aides are integral to the teaching and learning process. They are highly valued and well-trained paraprofessionals that work directly with students in a wide range of programs.
- The expertise in explicit teaching of staff members has been recognised beyond the school leading to regular observations from teachers and leaders from other schools. The success of the methods has led to the adoption of key practices as standard for all schools in the region.
- Teachers cooperatively plan utilising a standardised template, modifying the resources available to meet the needs of the students. The Deputy Principal conducts a curriculum review with teachers each term against the implementation plan to assess and discuss the success of teaching.

Affirmations:

- Each teacher has a Professional Learning and Supervision Plan based on the school agenda.
- A direct teaching intervention program Fast Tracks is used for students below standard in Years 4 - 7.
- Student assessment profile captures data graphically incorporating clear targets and standards.
- Effect size based on collective progress is used to measure teacher impact on learning.
- A pre-Prep program is underway and while children participate in classroom activities, parents participate in learning sessions regarding how they can assist their children in literacy and numeracy.
- The Goondi 5 is embedded and guides learning and behaviour throughout the school.

Recommendations:

- Investigate and adopt high-yield Information Communication Technology (ICT) solutions to enhance the teaching and learning processes both within and outside the school.
- Collaboratively design units to ensure full coverage of all key learning areas (KLAs) for all students.
- Extend the opportunities for teachers to observe other teachers. Include refined feedback processes to elicit maximum coaching and mentoring gains from the experience for both parties.
- Extend the partnership with the local high school to expand the offerings for high performing students.
- Extend moderation processes to include teachers from Canecutter Cluster schools to calibrate and make consistent standards for student attainment in all KLAs.