

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – DIMBULAH SS

### DATE OF AUDIT: 3-4 SEPTEMBER 2012



#### Background:

Dimbulah P-10 SS services the rural community of Dimbulah, west to Almaden and east to the Walsh River. It is the sole secondary provider to Year 10 in the town and students come from a variety of cultural backgrounds. In 2012 the school population was 143. The current Principal, Ms Kayleen Wright, was appointed at the school in 2011.

#### Commendations:

- Since the last Teaching and Learning Audit the school has developed a clear improvement agenda documented in the annual implementation plan and aligned to regional and school priorities.
- The school has also seen a sustained commitment by the school leadership team and teachers to build a positive culture for learning across the school. This is characterised by caring and mutually respectful relationships within the school community.
- The Special Needs Audit process engages all teachers in a detailed review of student data profiles to identify the needs of every student in the school and results in the setting of individual goals for students in English, mathematics, attendance and behaviour.

#### Affirmations:

- The school has established a culture in which teachers are routinely accessing and reviewing student performance data.
- A beginning teacher induction and support program is in place.
- The 'Gr8 People Are' materials are assisting teachers to instill positive learning behaviour in students.
- The school has advanced its curriculum delivery since the last Teaching and Learning Audit and this is particularly evident in the development and review of units of work in the new Australian Curriculum areas.
- The school has developed partnerships with community organizations that enable Year 10 students to experience career pathway options and work experience, for example, BEACON and Vocational Partnership Group.

#### Recommendations:

- Continue the development of the explicit school improvement agenda so that it has clear targets and timelines which drive the work of leaders and teachers and which focus, narrow and sharpen the whole school's attention on these priorities.
- Further develop the whole of school curriculum plan and year level plans to align with the P - 12 Curriculum Framework. All plans should clearly map content descriptions, achievement standards and assessments. Unit plans should explicitly show the literacy, numeracy and higher order thinking skills embedded across all key learning areas (KLAs). These plans should be subject to regular quality assurance.
- Implement a research based pedagogical framework, supported by professional development and formal mentoring and coaching arrangements that are characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Develop consistent expectations across the school whereby students receive timely and effective instructional feedback, front ended assessment, 'A' level exemplars and topic planners to give clarity about what students are expected to learn and be able to do.
- Further develop in teachers the practice of routinely using student performance data to monitor the effectiveness of their teaching in meeting individual and school wide targets.
- Ensure that differentiation is a feature of every teacher's classroom practice characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for these different student needs using multiple means of representation, engagement and expression. Encourage teachers to document the adjustments to be made when catering for difference into their planning.

