

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – FLYING FISH POINT SS

DATE OF AUDIT: 12<sup>TH</sup> NOVEMBER 2013



### Background:

Flying Fish Point SS is a four teacher, Prep to Year 7, school located approximately 90 kilometres south of Cairns in Far North Queensland. The school has a current enrolment of 84 students arranged in classes; Prep – Year 1, Years 2 – 3, Years 4 – 5 and Years 6 – 7.

### Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the following domains: An Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- The school has implemented the Department's Developing Performance Framework (DPF) as the basis for professional discussions with staff.
- The school provides opportunities for teachers to take on leadership roles outside the classroom in social skills, the arts and science.
- The Principal places a high priority on the ongoing professional learning of all staff members and the development of a school wide, self-reflective culture, focused on improving classroom teaching.
- The Principal demonstrates a strong conviction that improved teaching is the key to improved student learning and has a clear focus on explicit teaching in reading and spelling.
- The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address Curriculum into the Classroom (C2C) for English, mathematics, science and history.
- Reports to parents show progress over time and includes suggestions for ways in which parents can support their children's learning through regular personalised comments, both oral and written.
- The school has implemented a social skills program across the school.

### Affirmations:

- A school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in teachers regularly inviting leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Targets for improvement are clear and accompanied by timelines.
- The school has prepared students for the transition into Junior Secondary.

### Recommendations:

- Develop teachers' data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Ensure teacher feedback is aligned to the Department's DPF and is monitored against student achievement.
- Develop teacher skills to identify skill gaps through triangulation of the present data. Use this data as starting points for teaching.
- Refine the strategies the school uses to provide effective feedback to students in all key learning areas (KLAs).