Teaching and Learning Audit
Executive Summary – Alloway SS
Date of Audit: 8 May 2014

Background:
Alloway SS was opened in 1886 and is positioned on the outskirts of Bundaberg, in the North Coast education region. The school has a current enrolment of approximately 57 students. Current Principal, John Boulton, was appointed to the acting position in 2013.

Commendations:
- There has been progress made in all eight domains since the previous Teaching and Learning Audit, most significantly in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, Differentiated Classroom Learning and Effective Teaching Practice, Targeted Use of School Resources and Systematic Curriculum Delivery.
- Staff members have produced a number of documents on the implementation of reading, spelling, writing and numeracy. These documents are constantly reviewed and adapted.
- There is a simple to understand Visiting Teacher pack given to relief staff members when they arrive at the school. This four page document is easy to understand and provides an oversight into the school’s expectations around yard duty, timetables and expected teaching and learning.
- Teachers have adopted the Gradual Release of Responsibility Model: Warm Up, Whole Class Teaching, Modelled, Guided, Independent, Reflection, to assist student access to balanced numeracy and literacy programs.
- Standardised testing results are recorded in OneSchool. Staff members analyse this data when setting Individual Learning Plans (ILPs) for all students not reaching set school benchmarks.

Affirmations:
- The Principal is involved in cluster meetings with the feeder secondary school. Senior primary students use a high school styled timetable to assist them in preparing for the transition to Junior Secondary.
- The school has produced a three year cycle curriculum plan, detailing all areas of the curriculum.
- Planning of differentiation to both extend and provide further scaffolding to specific students is through the adoption of a Differentiation Cone template.
- Parents speak positively about the information provided to them on different parenting and teaching styles. This information is delivered through the school’s newsletters, Parents and Citizens’ Association (P&C) meetings and informal opportunities.
- Students break into streamed learning groups a number of times a week to access intensive reading and writing sessions.

Recommendations:
- Produce a coaching and mentoring framework that enables school leaders to regularly and formally observe teacher practice and planning. Ensure these classroom visits are driven by the school improvement agenda and associated with written feedback and goals for future observations.
- Ensure that there are opportunities for teachers to moderate their work in terms of A-E report marking. This will provide greater accuracy when reporting achievement levels to parents and better triangulation of school data. Moderation with other schools will further enhance this moderation process.
- Stringently monitor staff members’ implementation of the Australian Curriculum through the use of the Curriculum to the Classroom (C2C) documents to ensure students have access to the expected curriculum at their year level.
- Ensure that through participation in the Developing Performance Framework (DPF), individual professional development plans align with the school’s Professional Learning Plan and link to the school’s explicit improvement agenda.
- 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.
- Configure reports so they show progress over time and include suggestions for ways in which parents can support their children’s learning.