Teaching and Learning Audit
Executive Summary – Yelarbon SS
Date of Audit: 11 September 2013

Background:
Yelarbon SS has 34 students, arranged into three classes; Prep - 2, Years 3 - 4 and Years 5 - 7. The school is located 50 kilometres from Goondiwindi in the Darling Downs South West Region.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Systematic Curriculum Delivery and An Expert Teaching Team.
- The Principal and teachers have developed and are driving an explicit and detailed local school improvement agenda and can describe the improvements they wish to see in reading and spelling.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement.
- One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data and summarising, displaying and communicating student outcome data for the school.
- There is a happy, optimistic feel to the school.
- A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.
- The Principal places a very high priority on the ongoing professional learning of all staff members and on the development of a school wide, self-reflective culture focused on improving classroom teaching.
- The school has implemented the Department’s Developing Performance Framework as the basis for professional discussions with staff members.

Affirmations:
- The school has introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.
- Continue to support teachers to become experts in the key learning areas (KLAs) they teach and continue to provide leadership opportunities in KLAs.
- The school has commenced discussions around preparation for Junior Secondary.
- The school has implemented the You Can Do It program to support the responsible behaviour plan.
- Planning is regularly discussed during staff meetings.

Recommendations:
- Further develop the whole school pedagogical framework to align with the school improvement plan, with a continued focus on literacy and numeracy.
- Ensure all teachers planning documents align with the whole school curriculum plan and differentiation is documented based on the achievement data and the school improvement plan.
- Ensure targets for improvement are clear and accompanied by timelines.
- Develop teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices. Identify the learning gaps to be able to inform explicit instruction for the teaching of reading for all levels.
- Provide explicit feedback to students that help them to understand what they need to do next in order to reduce the learning gap. Relate the feedback to criteria sheets and exemplars for all KLAs.
- Develop whole of school higher order thinking strategies which are embedded within reading and other KLAs.
- Ensure teachers enter their data into OneSchool and they access the tools to further analyse and monitor student achievement, effort and behaviour.