

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – MUNDOO SS

DATE OF AUDIT: 25 OCTOBER 2012



### Background:

Mundoo SS is a primary school with an enrolment of 39 students from Prep - Year 7. The students are organised into two multi-age settings and is located in far north Queensland, a short distance from the centre of Innisfail. The school has an Index of Community Socio Educational Advantage (ICSEA) value of 924.

### Commendations:

- In line with recommendation from the previous audit, the school has developed digital record keeping, in a central accessible location, for all student performance data. This allows all teachers access to student data to inform planning for teaching.
- The school is developing a consistent pedagogical framework across the school. The key pedagogy – explicit teaching – is being enacted in all classrooms, supporting the implementation of the Curriculum into the Classroom (C2C) resources in English, mathematics and science.
- Whole class data walls allow students to track their progress in key learning areas.

### Affirmations:

- The school enjoys strong support from the Parents and Citizens' Association (P&C), providing funding to support school curriculum initiatives – reading and writing resources – and other school projects.
- The school has a strong commitment to environmental issues with the promotion of litter free lunches, composting and energy efficiency.
- The school is making effective use of student performance data collected to inform teaching and learning.
- The tone of the school reflects a commitment to purposeful, successful learning.
- Before school sessions, for reading and homework are provided for students requiring additional support.

### Recommendations:

- Review and refine the whole school pedagogical framework and coaching, mentoring and feedback processes. Develop processes and practices that clearly link coaching, mentoring and feedback with the expected pedagogical practices in classrooms. This will then provide a foundation for the development of performance development plans for teaching staff as well.
- Consolidate all aspects of the whole school curriculum, assessment and reporting framework to produce a single coherent document from which all teaching and learning planning will be derived. Ensure clarity around what is expected to be taught, what students will know and what they will be able to do with what they know.
- Sharpen and clarify the school improvement agenda to make explicit the improvements in measurable student outcomes expected for the year. The agenda should include specific targets and timelines for the achievement of these targets. Communicate the agenda to the whole school community – parents, students and staff at the school – in a variety of ways.
- Continue the development of individual student goal setting processes across the whole school. Refine the processes in the upper school to develop student skills in setting goals which will build a strong culture of self-reflective learning for students. Review the identified goals with students regularly and set new goals to maintain continuity of, and personal responsibility for, learning.
- Continue the development of staff knowledge and understanding of differentiation processes and practices, including the use of appropriate data, so that teaching and learning in all classrooms accommodates the needs of all students and performance targets can be met.

