TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY
SCOTTVILLE SS
DATE OF AUDIT: 12 SEPTEMBER 2012

Background:
Scottville State School is situated near Collinsville and has an enrolment of just over 40 students. The school aims to achieve optimum learning outcomes for every student through a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens. The school recognises and values the importance of family and community in educational partnerships.

Commendations:
- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. The strategic leadership of the principal and commitment of the staff to achieving the improvement agenda is recognised by the school community.
- The school community is supportive of the school and enrolments are growing as a result of the strong school community links.
- The school has a strong partnership with Xtrata Mining Group and they provide significant financial resource allocation.
- The school has developed a Pedagogical Framework on the Dimensions of Teaching and Learning is understood and is beginning to be applied by teachers.
- The school focus on SWPBS strategies including the use of the Behaviour Ladder and a focus on the importance of attendance is creating a positive school environment and student attendance is increasing as a result.
- The principal and staff have accepted personal responsibility for driving improvements in teaching throughout the school and demonstrate a strong conviction that improved teaching is the key to improved student learning.

Affirmations:
- The school's efforts to establish links with the local kindergarten will provide ongoing opportunities to establish Scottville SS as a school of choice for the parents.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.
- Regular data on the achievements, progress, strengths and weaknesses of individual students are used in classrooms to make judgements about individual needs and to identify appropriate starting points for teaching. There are some excellent examples of differentiated teaching practice occurring in classrooms.
- Staff are recognising the need to continue to raise the bar and expectations in Prep and are continually reviewing student learning targets.
- The school’s participation in the Whitsunday Small Schools Cluster is providing staff with the opportunity to share practice, review C2C units, undertake assessment and moderation with a like set of colleagues.

Recommendations:
- Review the School Improvement agenda and include specific timelines. The plan could also include specific indicators that outline for the main initiatives (i.e. Comprehension) the change in observable practice for teachers and indicators that outline what knowledge/skills the students would be using.
- The ongoing refinement and implementation and the refinement of specific individual learning goals will provide students with the opportunity to delve into their own thinking and learning processes and to think about the effectiveness of the strategies they used to achieve the learning goals.
- Include in the school Assessment Framework C2C assessment tasks and moderation timelines.
- Refine the model being used to create a Professional Learning Community. The model would include the Principal spending time working with teachers to improve their teaching practices, including
modelling, evaluating and providing targeted feedback on classroom teaching. This process could align the DPF, Watch Others Working program and targeted coaching and mentoring.

- Continue with the emphasis on school leaders and teachers working together in a mutually supportive way and are collaboratively developing the preferred future for the school.
- Undertake Training Needs Analysis for Teacher Aides and link the results to the DPF process.
- Continue to enhance the culture of regular data collection and analysis to provide targeted and timely feedback to students. Align this to enhance the development and implementation of student personal learning goals across the whole school.
- Extend the use of student performance data by teachers to shape their teaching program and their capacity to reflect on the changes in their practice required to achieve the school targets.
- Review the use of teacher aide time and explore other resourcing models to ensure that the time is being optimally utilised.