Teaching and Learning Audit

Executive Summary – Salisbury SS

Date of Audit: 26 May 2014

Background: Salisbury SS is located 12 kilometres south of Brisbane’s central business district in the Metropolitan education region and has a current enrolment of 247 students from Prep to Year 7. The Principal, Mary Heneghan, was appointed in January 2014.

Commendations:
- The explicit improvement agenda has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Staff members’ Performance and Professional Development Plans also highlight this improvement agenda as focus areas for their professional learning.
- A whole school reading plan has been written and implemented across all year levels. Teaching staff, teacher aides and parent helpers support students in guided reading and the explicit teaching of comprehension strategies. Individual reading, spelling and numeracy data has shown that students are making progress towards school targets.
- The school’s Special Needs Team cater for the individual learning and social needs of all students. This team coordinates and assists teachers to effectively use data, organise student groupings, differentiate programs, maximise the resources available and continue to realign class programs to meet student needs.
- Teaching staff are differentiating spelling lists, reading and literacy groups, mathematics and homework for the range of students in their classes.

Affirmations:
- Teaching staff have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography, and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The school’s Responsible Behaviour Plan for Students (RBPS) has recently been reviewed and approved by the school community. The Social Skills program is explicitly taught across the school and enhances student management.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers. Class targets have been set for reading, writing, spelling and numeracy.

Recommendations:
- Continue to refine the whole school pedagogical framework. Ensure there is clarity about: what students are expected to learn and be able to do; expectations of every student’s learning; explicit teaching of skills and content; individualised attention as required; and timely feedback to guide student actions. These are all key elements of the school’s push for improved teaching and learning.
- Provide professional development aimed at revising staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, monitor improvement over time and re-align programs.
- Support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression which are to be included in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teaching staff.
- Continue to support the strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Continue to provide opportunities for staff members to develop their expertise in using OneSchool, particularly in the use of the dashboard.
- Enhance connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students into Junior Secondary.