



# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – CURRUMBIN VALLEY SS

### DATE OF AUDIT: 25 MARCH 2013

#### Background:

Currumbin Valley SS is a six teacher school with 128 students situated in the hinterland of the Gold Coast. The school is involved with a group of schools known as the Exit 92 Cluster where best practice is shared.

#### Commendations:

- The Principal and teachers are to be commended for the progress made since the previous Teaching and Learning Audit, specifically in the domains, An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning and Effective Teaching Practices.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda focusing on reading, writing and mathematical groups.
- The Principal and other school leaders have also analysed school performance data over a number of years and are aware of trends in student achievement levels.
- The school tells stories of significant student improvement.
- Time is set aside for the discussion of data and the implications of data for school policies and classroom practices.
- The school ethos is built around high expectations and a commitment to academic excellence.
- The school has successfully implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history this year while continuing to deliver essential learnings in other key learning areas (KLAs). There is a focus on using criteria sheets and exemplars.

#### Affirmations:

- Staff members have participated in the Developing Performance Framework as a basis for their personal performance and development plans.
- Communicate clear targets for improvement accompanied by timelines for English, mathematics and science.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.

#### Recommendations:

- Develop teachers' data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Support all staff members to use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of school.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on reading, writing and mathematics.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Develop staff teaching skills to ensure that differentiation is a priority of the school and a feature of every teacher's practice.
- Further develop the teachers' openness to be critiqued by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.
- Develop a school wide process for identifying specific student learning needs to determine the use of all resources aligned to the school improvement plan.
- Develop whole of school higher order thinking strategies which are embedded within all KLAs.