

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – MILLAROO SS

DATE OF AUDIT: 30 JULY 2014



Background:

Millaroo SS is located approximately 70 kilometres south west of Ayr, within the North Queensland education region. The school was established in 1954 to meet the educational needs of families in the farming and pastoral industries of the area and has a current enrolment of 27 students from Prep – Year 7. The Principal, Erin Alloway, was appointed in 2014

Commendations:

- Since the previous Teaching and Learning Audit in 2012 there has been an improvement made in the domain Systematic Curriculum Delivery.
- School leaders have carefully analysed whole school, year level, class and individual student achievement data which has informed the decision to make reading the explicit improvement agenda. This analysis is used to inform the agenda, develop action plans and tailor intervention strategies.
- The curriculum organisation and planning process enables teaching staff to effectively unpack the mandated curriculum in a small school multi-age context and ensures alignment with the school's curriculum framework and departmental requirements for curriculum across the school.
- Teaching staff have strongly embraced the school reading program and engaged with the *Question Answer Relationship* (QAR) initiative to explicitly teach reading and improve student performance.
- The use of teacher aides to personalise learning for students in a multi aged school is a feature of the learning environment which students, parents and staff members comment very highly of, and is especially helpful for students at risk of disengaging from learning.

Affirmations:

- Staff members have a strong commitment to progress to an explicit teaching agenda that enhances the current pedagogies used in the school to promote student learning. Personal Development Plans, aligned to the Developing Performance Framework (DPF), reflect this commitment.
- The school's alliance with the *Great Barrier Reef Marine Park Authority* (GBRMPA) has provided a localised learning context especially for the teaching of science, and students value their roles as *Reef Guardians*.
- Students requiring scaffolding to access the curriculum are identified through data analysis and collaboratively supported through a comprehensive array of support provisions.
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Recommendations:

- Further extend the use of student achievement data and the capacity of teachers to frequently and deliberately adjust their teaching practice to maximise the extension of learning for all students.
- Further expand the whole of school differentiation strategies designed to improve the achievement of high performing students.
- Continue to progress the improvement agenda for improving student engagement and outcomes in writing throughout the school.
- Explore the use of individual learning goals for all students in the explicit improvement agenda of reading.
- Continue to engage with existing moderation processes to include other similar school examples and findings.
- Investigate the relationship between high learning expectations for students, the setting of learning goals, improved student behaviour and active engagement as the foundations for improved learning outcomes for students.