

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – CARDWELL SS

### DATE OF AUDIT: 11 MARCH 2013



#### Background:

Cardwell SS is located in Far North Queensland. It is one of the oldest schools in the Ulysses Cluster of schools that are located between Cairns and Townsville. Students are organised into four multi-age classes. Cardwell SS has a motto “Expand Your Horizons” which is at the core of teaching and learning.

#### 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, through a focus on improved reading through ‘Strategies for Comprehension,’ and An Expert Teaching Team through student progress meetings to build teacher performance.
- 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 the other key learning areas (KLAs).
- The school provides opportunities for teachers to take on leadership roles.
- Teachers are starting to personalise learning through goal and target setting with students.
- The school has set a highly detailed timetable that outlines an explicit lesson focus in reading and mathematics.
- The Principal has observed lessons and teachers are open to feedback.
- Staff morale is generally high.

#### Affirmations:

- Teachers meet regularly with the Principal to discuss data use, implications for their teaching and to plan units of work.
- Staff members have participated in the Developing Performance Framework as a basis for their personal performance and development plans.
- Peer mentoring has commenced with all teachers.
- The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful.

#### Recommendations:

- Develop teachers’ data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Embed the research based whole school pedagogical framework, with a focus on lesson intent, explicit teaching and timely feedback in all classrooms across the school.
- Review programs and strategies to identify and address the needs of individual students across the school and apply the available resources to meet the needs of all students.
- Develop whole of school higher order thinking strategies which are embedded within all KLAs and implemented across all classrooms.
- Provide ongoing professional development for teaching staff to be experts in the subjects they teach and to have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies.
- Continue to review how parents, school leaders and teachers work together in a mutually supportive way to build a strong sense of belonging and pride in the school.
- Review teachers’ understanding of the school assessment instruments (standardised assessment tasks and teacher developed assessment tools) and how these are used to inform the teaching and learning process for individual students.
- Refine teacher feedback to students to ensure it is timely and guides student action and is linked to assessment criteria, exemplars and student learning goals.