**TEACHING AND LEARNING AUDIT**

**EXECUTIVE SUMMARY – TOWNSVILLE CENTRAL SS**

**DATE OF AUDIT: 11 JUNE 2014**

**Background:**
Townsville Central SS is the oldest school in Townsville and is located in the North Queensland education region. The school has a current enrolment of 302 students from Prep to Year 7. The Principal, Craig Homer, was appointed at the beginning of 2014.

**Commendations:**
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture that Promotes Learning; Targeted Use of School Resource; An Expert Teaching Team; Systematic Curriculum Delivery; and Differentiated Classroom Learning.
- The explicit improvement agenda with a focus on reading, data analysis and explicit instruction, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Staff Performance and Professional Development Plans are modelled on the Department's Developing Performance Framework (DPF) and 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. Teachers, teacher aides and parent helpers support students in guided reading and the explicit teaching of reading comprehension strategies.
- The school’s **Student Welfare Action Team** caters for the individual learning, behaviour and social needs of all students. This team coordinates and assists teaching staff to effectively use data, organise student groupings and maximise the resources available to meet student needs.
- The creation of senior classes, as well as, the creative use of groupings and specialist lessons, is preparing Years 6 and 7 students for the transition to Junior Secondary.

**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 pedagogical framework provides a clear direction around curriculum intent, assessment, explicit instruction, feedback and how all these influence student learning.
- The school’s Responsible Behaviour Plan for Students (RBPS) has recently been reviewed and approved by the school community.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers, resulting in class targets being set for reading.

**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, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions.
- Provide professional development aimed at revising staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression and include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teaching staff.
- Develop a strong collegial and self-reflective culture in which teaching staff invite the Principal and colleagues to observe their teaching, discuss their work 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 when using OneSchool, particularly in the use of the dashboard.