

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – KENMORE SS

### DATE OF AUDIT: 20 AUGUST 2013



#### Background:

Kenmore SS is located in the Metropolitan Education Region. The P - 7 enrolment is 260 students. Principal, Glenn Forbes was appointed in 2013.

#### Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in all eight domains of the Teaching and Learning Audit.
- There is an optimistic commitment by staff members to school improvement strategies and an expressed community confidence in the strategic direction of the school.
- Purposeful Special Education programs and support provisions facilitate integration and effectively cater for the differentiated needs of students with disabilities.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- School leaders model, coach and mentor staff members with a focus on improving classroom teaching.
- Parents are encouraged to take a genuine and close interest in their child's education and are actively engaged in school activities.

#### Affirmations:

- Teaching staff are collaboratively developing a pedagogical framework that clearly indicates shared beliefs about the kinds of teaching practices they wish to see occurring across the school.
- Developing Performance Framework processes are linked to school priorities and are responsive to the developmental needs of staff members.
- The school's curriculum and assessment plan documents makes explicit what (and when) teachers should teach across all key learning areas (KLAs).
- The school's literacy and numeracy assessment framework provides clarity regarding the timing, effective collection and use of data in measuring student progress.
- Literacy blocks are a valued structure used to enhance differentiated reading programs.
- The Honours Program is a valued extension opportunity for identified students in Years 4 - 6.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements and providing feedback about student achievement.

#### Recommendations:

- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue to build data literacy skills such that staff members have a sophisticated understanding of data concepts when setting individual student targets and monitoring improvement in achievement.
- Review the school curriculum plan to ensure horizontal and vertical alignment so there is continuity and progression of learning for students in multi-age classes.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Extend current coaching structures to facilitate opportunities for mentoring, coaching and constructive feedback between colleagues.
- Progress current initiatives focused on the enhancement of staff members' knowledge and skills, focusing on the effective use of technology to maximise student learning.
- Strengthen the process that links the analysis of student assessment data with recording adjustments to teaching programs, so as to address the differentiated learning needs of students.
- Strengthen current processes for the identification of student learning goals through linkages to regular and timely feedback to students.