TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – KALAMIA SS
DATE OF AUDIT: 1 SEPTEMBER 2012

Background:
Kalamia SS is located in a rural setting 7 kilometres from Ayr. It was established in 1928 to serve the mill estate and surrounding cattle and cane farming community. The school is staffed with a Teaching Principal and part-time teacher for the Prep - Year 2 class and a fulltime teacher for the Years 3 - 7 class.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). 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 groups. Reading data has shown that students are making progress towards school targets.
- There is School Wide Assessment and Internal Monitoring Schedule with year level benchmarks, targets and timelines.
- School performance data has been used to identify writing as the next focus area.
- Student attendance data has shown improvement and is currently at 92 per cent.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers.
- The school has developed the KSS Curriculum Snapshot 2012 which includes the community profile, shared vision, 2012 priorities and resources. The KSS Yearly Overview of Intervention identifies students with learning needs in each level and outlines the support to be provided.
- Teachers are differentiating spelling lists for the range of students in their classes.
- The Principal regularly visits classrooms. Teachers have participated in a classroom observation by the Principal which included written feedback.
- There is a school Professional Development Plan which identifies priority areas. Weekly staff meetings have a professional learning component. Teachers have participated in the Developing Performance Framework and each teacher has a Performance Development Plan.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Parents are invited to take active interest in their children’s learning through parent information sessions, newsletter items and as reading group helpers.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics and science and have reflected on how best to address the curriculum requirements of multi-age classes.
- The school's Responsible Behaviour Plan has recently been reviewed and approved by the school community. Teachers have participated in professional development of essential skills in behaviour support.
- Teachers are starting to use an internal monitoring proforma to capture individual student data to ensure records are kept across years of schooling.
- A class teacher has started to set English, mathematics and behaviour goals with students in a self-improvement contract and had seen significant progress towards these goals.
- A teacher is differentiating spelling using verbal, visual, kinaesthetic, musical and interpersonal teaching strategies.
Recommendations:

- Develop a whole school pedagogical framework. Ensure 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 are key elements of the school’s push for improved teaching and learning.

- Provide professional development aimed at building 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 teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.

- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.

- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.

- Consider ways to further encourage parents as partners in their children’s learning through school processes such as, three-way reporting, student goal setting and sharing of criteria sheets.