Teaching and Learning Audit
Executive Summary – Mutchilba SS
Date of Audit: 9 May 2013

Background:
Mutchilba SS is located 30 minutes west of Mareeba in Far North Region. The school is surrounded by coffee, mango and sugar cane farming properties. The school has two multi-age classes which consist of P - 3 and Years 4 - 7. The school also has a 0.2 teacher used for teaching science, SOSE and history for the upper grades.

Commendations:
- There has been some progress made since the previous Teaching and Learning Audit in the domain of A Culture That Promotes Learning through the positive tone and consistent approach to expectations for learning and behaviour.
- The tone of the school reflects a schoolwide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- The Principal, teachers and teacher aides can articulate a shared commitment to improvement in reading comprehension through explicit instruction and regular reading groups.
- The Principal is clearly committed to finding ways to improve on current student outcomes after analysing most of the data.
- The Principal pays close attention to data provided to them about the performance of the school (for example, NAPLAN results; school data profile) and identifies areas in which the school is performing relatively poorly or well.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace.
- Staff morale is generally high.

Affirmations:
- Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- School data is presented to staff members in meetings.

Recommendations:
- Implement systematic strategies for identifying student needs and the development of creative schoolwide solutions for addressing those needs to establish learning gaps and ensure records of individual student needs, achievements and progress are maintained centrally and shared across year levels.
- Develop and embed the whole-school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Ensure a strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Give considerable attention to ensuring vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Develop a documented professional learning plan and ensure it is aligned to the school improvement plan.
- Embed the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas (KLAs).
- Develop staff members’ skills in the analysis, interpretation and use of classroom data to inform teaching and provide quality feedback to students and parents.