Audit Report for Elanora State School

An explicit improvement agenda
The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear school-wide targets for improvement have been set and communicated, with accompanying timelines.

Rating: High

Commendations:
• The Principal has developed an explicit improvement agenda focussed on improving reading comprehension using the Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) program and a five-week teaching cycle. • The Principal and leadership team believe that further improvements in student learning are dependent on ongoing improvements in pedagogy.

Affirmations:
• The Principal and other leadership team members use academic systemic and school-based data to drive the improvement agenda. They have analysed school performance data and are aware of trends in student achievement levels. • The improvement agenda is communicated to stakeholders through a variety to mediums. • There is evidence of school-wide commitment to every student’s success and staff members are optimistic about continuing student achievement. • Evidence-based research is being used to find ways to improve on current student outcomes.

Recommendations:
• Continue to sharpen and narrow the whole school’s attention on core teaching and learning priorities by describing the improvements sought in terms of student behaviours and outcomes. This strategy could include how this agenda impacts at class and year levels. • Develop processes and strategies to assist staff members to monitor their own efforts and effectiveness to meet targets set through the school improvement agenda. This strategy should include a focus on regular data use to enable teachers to take responsibility for changes to their practice.

Principal’s response and proposed set of actions:
The audit was a very valuable process of identifying our school's strengths and areas needing improvement in Teaching and Learning. I am satisfied that the findings are generally a true reflection of our school's achievements in each of the domains. Domain 1: An explicit improvement agenda. Planned actions: Adopt STARS Strategies and Blooms Taxonomy as a framework in which to develop teacher consistency and skill in teaching processes Develop and use self reflection tools for skill levels in the teaching of comprehension Continue the five week teaching block and use data from students' progress as a basis of conversations with DP's

Analysis and discussion of data
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with like-schools; and, in the case of data from tests such as NAPLAN, measures of student growth across the years of school.

Rating: High

Commendations:
• The Principal and members of the leadership team clearly articulate a belief that reliable data on student outcomes is crucial to the school's improvement agenda. • The data conversations between teachers and members of the leadership team, effectively focuses attention on the importance of data and stimulates discussion on how data can be used to improve teaching practices. • Members of the leadership team have
attended professional development and this information has been shared with teachers to build their capacity in data use. Examples include use of effect size. Some teachers use effect size to calculate program and teaching impact on student learning. The collection of pre and post-data related to the five-week teaching cycle informs programming for students.

Affirmations:
- The school has established and is implementing a systematic plan for the collection of student achievement data in English and math.
- Data is used by many teachers to adjust learning experiences for their students.
- Time is set aside for the discussion of data and the implications of data for school policies and classroom practice. The review of Learning Support within the school was based on the use of data to identify need.
- School data is communicated to the broader school community via open days, newsletters and Parents and Citizens’ Association meetings.
- RODO data is used for resourcing within the school.
- Teachers are beginning to use OneSchool to collect and store behaviour data consistently. This data is analysed to support future directions.

Recommendations:
- Continue to ensure that data discussions are an integral part of the feedback conversations associated with teachers’ accountability and capacity development.
- Continue to implement the program of professional development focusing on building the capacity of teaching staff to collect, analyse, synthesise and apply data to plan for individual, group and cohort progress.
- Continue to encourage school leaders to use their developing knowledge to engage in professional conversations that reflect their sophisticated understanding of data concepts. Use these conversations to build the capacity of all staff members to use data to improve learning outcomes for each and every student.
- Encourage teachers to routinely use objective data on student achievement as evidence of successful teaching.
- Continue to review the assessment schedule to ensure consistency and provide a platform for further professional conversations.

Principal’s response and proposed set of actions:
Ensure all teaching staff are skilled in the collection and application of data through PD sessions and mentoring. Continue and sharpen the professional conversations with the school leadership team with a focus on data and appropriate responses to teaching strategies.

A culture that promotes learning
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Rating: High

Commendations:
- There is a strong focus on quality learning from the leadership team and work continues in the area of creating a culture in which all children are expected to learn successfully.
- Staff members work hard to build positive partnerships with parents and carers to promote student learning.
- Students and staff members have a sense of belonging and pride in the school.

Affirmations:
- The Power Half Hour Meeting structure allows teachers to share planning, assessment and data. This process is assisting in building a collegial culture.
- Students are encouraged, recognised and rewarded for academic and behaviour excellence regularly. Students are taking on leadership roles which allow them to develop skills. Examples include leading assembly and the student council.
- Parent forums are used to ensure there is a strong partnership between home and school and a focus on teaching and learning.
- The Guidance Officer and Behaviour Teacher provide programs to students to support engagement and a positive learning environment, for example, Seasons for Growth, Rock and Water and Social Skills training for Prep.
- The Science Conference showcases talented students and assists to build on the culture of learning and celebrating success.
- Responsible Behaviour Plan for Students provides a solid foundation for consistency of behaviour and expectations.

Recommendations:
- Continue to develop and embed the collegial culture of the school through all teachers being involved in the mentoring program where they can observe others teaching.
- Develop programs to provide opportunities for
teachers to be involved in professional discussions and critique by colleagues and school curriculum leaders. • Continue to develop teacher capacity to ensure all students are engaged in challenging and meaningful learning.

**Principal's response and proposed set of actions:**
Develop a school mentoring program with a focus on the enhancement of pedagogy in Reading Comprehension, Working Mathematically and Working Scientifically. Use Blooms Taxonomy as a framework to focus teacher planning and pedagogy in Higher Order Thinking

**Targeted use of school resources**
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

**Rating:** High

**Commendations:**
• The school has reviewed the Learning Support structure and processes to ensure identified students receive appropriate support. • The key teacher and Support Teachers: Literacy and Numeracy (STLaNs) are providing quality support in the area of reading comprehension. • The Special Education Program (SEP) staff members target resources to meet student needs in a timely and responsive manner. • The Information Communication Technology (ICT) implementation within the school has provided staff members with on-going professional development and resource procurement.

**Affirmations:**
• Students with disabilities have comprehensive Educational Adjustment Plans and the mainstreaming of these students is supported by teacher aides and teachers. The work of the SEP teachers is valued by teachers and the leadership team. • Indigenous students have individual learning plans. • The school budget aligns to school’s improvement agenda. • Flexible school staffing has ensured that the Guidance Officer has been employed full time to support identified programs within the school. • Teacher aides are used to implement a before school reading program. • The Parents and Citizens’ Association contributes financially to support the teaching and learning agenda of the school.

**Recommendations:**
• Further develop and embed the school's Enrichment Policy. • Continue to build a rich data profile for each student and continue to track the outcomes for students as they progress through the school. • Continue to develop partnerships and resources to support potentially high achieving students. • Further develop the range of initiatives to target available resources to enhance teaching and learning.

**Principal's response and proposed set of actions:**
Ensure all staff have a sound understanding of expectations around the school's Enrichment Policy and can articulate strategies for such differentiation in their daily planning, which is reflective of the Term Differentiation Planners

**An expert teaching team**
The school has found ways to build a professional team of highly able teachers including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

**Rating:** Medium

**Commendations:**
• The leadership team is modelling professional learning. • Mentoring is provided for some staff members to access Science Sparks and Digital Pedagogical Leaders. • There is a culture of collective responsibility evident among the leadership team and teaching staff for improving outcomes for all students. • The Developing Performance Framework (DPF) has been implemented for all staff members and professional
development has been identified and prioritised using the information gathered. • There is evidence that the Principal and school leadership team are building the capacity of teachers to develop into a school-wide teaching team. • The Deputy Principals use Deputy Mark Books when discussing data and individual student progress in the Power Half Hour Meetings. • The school has implemented an induction process for new staff members.

Affirmations:
• The school leadership team sees the development of staff members into an expert teaching team as central to the improvement of outcomes for students. • The school provides opportunities for teachers to take on leadership roles within the school, such as committee members and senior teachers. • Teachers are open to constructive feedback. • A thorough School Handbook has been developed. • The school has a documented Professional Development Plan.

Recommendations:
• Prioritise the establishment of a collegial learning culture where teachers visit each other’s classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them. • Continue to embed the expectation that all teachers will be highly committed to the continuous improvement of their own teaching. • Continue to provide opportunities for teachers to take on leadership roles within the school. • Continue to develop and implement the DPF for all staff members. • Ensure formal mentoring and coaching opportunities are developed for all staff members. • Establish a process for teachers to review the effectiveness of their day-to-day lessons with a self reflective culture within the school. • Develop formal sharing of classroom practice between teachers beyond the year level meetings that aligns with the improvement agenda of the school.

Principal’s response and proposed set of actions:
Develop and implement a whole school mentoring program with a focus on staff reflection and the development of powerful teaching strategies. Develop and implement the school's PD framework to skill teachers in priority areas from DET, the School, sector and those identified from DPP's. Continue to use own staff to share expertise in pedagogy. Use the Power Half Hours to focus on sharing data, progress with target setting and pedagogy.

Systematic curriculum delivery
The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and caregivers.

Rating: High

Commendations:
• The Head of Curriculum (HOC) is leading and supporting teachers in the development of school planning. • Teaching staff members are using the documented school curriculum. Staff members are aware of the expectations of these documents and are discussing these on a regular basis. • The school has established a planning template and this is being used by all teachers. • Curriculum documentation in English, maths and science has been the priority of the school. • Staff members engage in collaborative planning across year level groups, assessment tasks are collaboratively developed. Teachers have developed highly effective skills in planning their units of work. • The school has provided professional development for staff members in preparation for the Australian Curriculum in 2012. • The Power Half Hour Meetings and planning sessions are used to ensure that the enacted curriculum is a focus of each teacher.

Affirmations:
• Formal moderation is being used across the school. • Timetables are in place to ensure the minimum
allocation of time for maths, science and English. • Assessment tools, for example criteria sheets, checklists and rubrics are used by all staff members.

**Recommendations:**
- Ensure higher order thinking skills, literacy and numeracy are further developed and embedded within all Key Learning Areas (KLAs).
- Continue staff conversations to ensure the link between assessment and the teaching and learning cycle and map the assessable elements in planning.
- Continue professional conversations about shared understanding of curriculum expectations and standards to engage and challenge all students.
- Maintain discussions and moderation of A-E reporting standards and investigate the alignment with other data sources. Consider increasing the regularity and diversity of moderation processes.
- Ensure vertical alignment of curriculum delivery and assessment within year levels and junctures in all KLAs.
- Review the school curriculum plan to ensure that the school vision is evident in all curriculum documents.
- Review all KLAs to ensure that curriculum delivery is outlined for staff members to use for their planning.

**Principal's response and proposed set of actions:**
Use Blooms Taxonomy as a framework to focus on Higher Order Thinking across the learning areas. Improve the quality and consistency of assessment practices across the school. Sharpen moderation processes across the year levels.

---

**Differentiated classroom learning**
In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

**Rating: High**

**Commendations:**
- Teachers use ability groupings to differentiate teaching and learning in reading.
- All teachers are using the Differentiation Planner to identify the differentiation needs of students each term.
- Teachers are planning for adjustments for students with disabilities.
- Individual Education Plans have been developed and implemented for students with disabilities.
- The Principal and other school leaders have led whole-of-school, year level and individual teacher discussions around differentiation.
- Deputy Principals discuss differentiation for individual students with teachers when they meet with them in the Power Half Hour Meetings and within individual professional conversations.
- Most teachers’ planning shows how the different needs of learners are addressed and how multiple opportunities to learn are provided.

**Affirmations:**
- Sustained interventions are in place for identified students.
- The school has developed an Enrichment Plan.
- A systematic use of assessment instruments is used within the school.
- Report cards show progress over time.
- All Indigenous students have Individual Education Plans.

**Recommendations:**
- Consider the development of a goal setting process across the school (Prep to Year 7) with a particular focus on more measurable goals that align with the school improvement agenda. Formalise a process of sharing the individual goals of students with their parents.
- Continue documentation of the adjustments made for individual student learning by all teaching staff members. Translate teacher knowledge of student needs and apply this within all classroom practice.
- Continue to undertake discussions with teachers about differentiation within the ability groups of students to ensure that the individual needs of the students are being catered for.
- Continue to ensure that timely feedback is given to students and teachers provide skills for students to monitor their own learning.
- Establish school protocols where student workbooks illustrate differentiation of tasks and feedback.
- Continue to develop clear and explicit school-wide expectations to ensure the needs of all students are being identified and supported through the differentiation of teaching and learning, including high performing students.

**Principal's response and proposed set of actions:**
Develop a consistent approach to student goal setting practices throughout the school. Sharpen the focus of differentiation within the five week teaching cycle. Set and maintain high standards of student bookwork and feedback requirements.
Effective teaching practices
The school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning.

Rating: Medium

Commendations:
• Most teachers have embraced the changes that have been undertaken with curriculum planning and are reflecting on their own practice to ensure implementation. • Teachers have been provided with professional development with a focus on effective teaching strategies in reading. • The Principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. • Key staff members have been identified to mentor and support staff members in selected curriculum areas. • Most teachers are effectively providing students with feedback and some teachers have established processes where students are reflecting on their learning.

Affirmations:
• All teachers have created learning environments where children are safe and supported with their learning. • The school leadership team recognises that highly effective teaching practices are the key to improving student learning throughout the school.

Recommendations:
• Continue to develop ongoing formalised detailed feedback to teachers about effective classroom practices and teaching strategies being used within each classroom. • Establish a more formalised process for discussions and sharing of specific teaching practices used within the school to achieve improved outcomes for students. • Consider the strategic use of a whole-of-school pedagogical framework to establish standards of excellence in teaching and inform day to day classroom practice with highly effective teaching practices in the teaching of reading, spelling, writing, mathematics and science. • Continue to ensure high expectations for every student’s learning is a key element of the school’s teaching and learning agenda. • Undertake professional conversations and professional development for teachers to build student skills in belief in their own capacities and to take responsibility for their learning.

Principal’s response and proposed set of actions:
Develop and implement a consistent methodology for the teaching of Reading Comprehension and Working Mathematically. The Leadership team will provide regular, quality feedback to teachers on their teaching practices- based on Blooms and STARS as frameworks All teaching staff will articulate high expectations for every student, demonstrate a deep knowledge of each student's achievement levels and develop an improvement plan for each student in Reading Comprehension and Working Mathematically