

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – HAMILTON ISLAND SS

DATE OF AUDIT: 16 APRIL 2013



Background:

Hamilton Island SS is located in the heart of the Whitsunday Islands on Queensland's Great Barrier Reef. Hamilton Island is a tourist destination which is visited by thousands of tourists each month. The school has 54 students in 3 classrooms. The school is staffed with a Teaching Principal and 3 other full time teachers.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in all domains, with significant progress made in the domains Explicit Improvement Agenda and A Culture That Promotes Learning.
- 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 to improve their reading comprehension skills.
- The 3-way, parent/teacher/student interview process is an effective means of providing quality feedback to the student and parents about student achievement, skills gaps and strategies for future improvement.
- There is an explicit, documented school plan and timetable for the annual collection of student outcome data.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully. Parent information sessions aimed at informing parents of the learning expectations for students, have been very successful.

Affirmations:

- The Principal regularly visits classrooms which includes the provision of written feedback.
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- 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.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.

Recommendations:

- Ensure student learning profiles include strategies to address individual skill gaps and learning needs.
- 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.
- Ensure programs to meet individual learning needs are developed, implemented and prioritised, where possible, in the school budget.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported.