

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – WINFIELD SS

DATE OF AUDIT: 30 OCTOBER 2014



Background:

Winfield SS is located approximately 60 kilometres from Bundaberg, within the North Coast education region. The school was first established in 1924 and currently has an enrolment of 13 students from Prep to Year 7. The Principal, Robert Dreise, was appointed to the position in 2014.

Commendations:

- The Principal is working across a number of fronts to ensure the quality delivery of teaching and learning that is generating real improvements in student outcomes. This work has resulted in improvement in all eight domains when compared to the previous Teaching and Learning audit in 2011.
- There is an impressive range of classroom resources, for this small school setting. These resources are in direct alignment with the school's improvement agenda.
- There is a significant focus on enhancing student engagement through the use of technology software and hardware resources. Devices such as iPads, laptops and desktops are supported by a suite of web-based learning packages including *Mathletics*, *Literacy Planets* and *Reading Eggs*.
- The Principal and school team are to be commended for establishing such a high level of engagement from a broad cross-section of the community. This engagement has been particularly fruitful in providing additional volunteers to support the reading program.
- The regular use of student performance data is being used to review and refine teaching and learning strategies. Students are very aware of their own data and are encouraged to set and pursue learning targets.

Affirmations:

- The weekly timetable has undergone a number of refinements to ensure the most efficient and effective use of time in order to maximise student learning.
- Connections with the local high school have been made to ensure students are engaged in a smooth transition into Junior Secondary.
- The school runs a before school reading program and uses school staff to provide a structured and settled approach to starting each day and ensures a focus on improved reading.
- A recent upgrade to the school website and updates to current information is helping to promote the good work of the school.
- The Developing Performance Framework (DPF) plans are being effectively used by staff members to shape training.

Recommendations:

- Deeply imbed the current suite of initiatives to ensure they are finely tuned to maximise student learning. Any significant additional programs could be reviewed by the team with consideration around time, resources and the potential return on student outcomes.
- Actively promote and justify the current explicit improvement agenda in order to ensure a deep level of support and understanding from staff members and the community.
- Further refine the assessment strategies to ensure a clear approach to allocating end of semester reporting of A-E academic performances for each subject.
- Consider providing curriculum overviews and assessment schedules for parents and students so that they are aware of the learning program and can become active contributors in their own learning.
- Consider an individual student learning plan that identifies progress in order to provide students and parents with key strategies for improvement. An individual data handbook could be used as a template to allow students to monitor their own progress.