

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY- RANGEVILLE SS

### DATE OF AUDIT: 6-7 MARCH 2013



#### Background:

Rangeville SS is located in a large regional centre and has an enrolment of 870 students from Prep - 7. The school has high expectations for student learning and provides a range of programs to support and extend the individual student. There has been significant enrolment growth in recent years as Rangeville SS has a strong profile in the local community. The Early Childhood Development Program provides programs for young children with suspected disability from birth to pre-Prep age from the district.

#### Commendations:

- Significant progress has been made in teaching and learning at Rangeville SS since the last Audit. This is particularly clear in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of Resources and Systematic Curriculum Delivery.
- The leadership team has framed a clear improvement agenda through the development of the Roadmap Framework which provides a means of unpacking the school's preferred model for explicit instruction.
- The mapping of data across the school is developing a clear picture of trends in student achievement levels which is informing the differentiation of teaching and learning at the classroom level.
- The Years 2 - 7 reading breakout sessions enable staff members to monitor the progress and tailor classroom activities to levels of readiness and need.
- Discussions with staff members highlight a strong sense of trust in the leadership team and there is expressed confidence and optimism in the strategic direction of the school.
- Staff members are to be commended on their commitment to building high expectations for student learning and encouraging them to focus on the improvement of specific skills and knowledge.

#### Affirmations:

- There is a collegial culture of mutual trust and support among teachers and school leaders.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics science and history.
- Many teachers are using a range of data to help inform adjustments to their teaching programs.
- Year level teams are established across the school and are assisting teachers to share teaching strategies, clarify curriculum intent and moderate student work.

#### Recommendations:

- Continue the work on the pedagogical roadmap to inform the school's position on the kinds of research based teaching practices they wish to see across the school to drive student improvement.
- Continue to implement the Developing Performance Framework to build staff capacity and develop a culture of continuous professional improvement that includes classroom based learning, mentoring and coaching.
- Continue the use of data to inform differentiation at the individual student level.
- Continue to review and develop school wide routines and procedures that enable teachers and students to respond consistently to the school's Responsible Behaviour Plan and learning engagement strategies. Explore ways to celebrate student behaviour and achievement through the development of the school's Parent and Community Engagement Framework (PACE) so that the spotlight on school culture focuses on positive outcomes rather than managing behaviour.
- Plan and develop whole school strategies that provide feedback to teachers on their classroom practices, including modelling, coaching and providing feedback on classroom teaching.
- Develop teacher strategies to provide timely feedback to students to guide their learning.