TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – KINDON SS
DATE OF AUDIT: 27 MAY 2013

Background:
Kindon SS is located in an isolated, rural setting 100 kilometres east of Goondiwindi. The school is staffed with a Teaching Principal and part-time teacher for the Prep - Year 7 class. The school community actively supports the school.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domain Targeted Use of School Resources.
- The Principal has analysed the strengths of the teaching team and is utilising staff members effectively to support student learning.
- The Principal and other teacher articulate a shared commitment to improvement.
- There is a documented school plan and timetable for the annual collection of student outcome data.
- Parents take a genuine and close interest in the work of the school and are encouraged as partners in their children’s learning.
- The Kindon SS Parents and Citizens Association has supported the school through the funding of an additional teacher, one day per week.

Affirmations:
- Physical spaces and technology are used effectively to maximise student learning.
- Students are well behaved and behaviour management takes up very little time of school leaders.
- Respectful and caring relationships are reflected in the way in which staff members, students and parents interact.
- Staff morale is high.
- School performance data has been used to identify numeracy as the next focus area.

Recommendations:
- Narrow and sharpen the school improvement agenda, develop a clear improvement plan and ensure this is communicated using a variety of formats to suit local needs. Ensure school leaders can describe the improvements they wish to see in student outcomes and ensure targets for improvement are clear and accompanied by timelines.
- 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. Ensure feedback is evident in student workbooks.
- 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. Utilise appropriate software to analyse and store student data.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents. Engage staff members in professional development aimed at increasing awareness and knowledge of effective differentiated teaching.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback.
- Broaden the range of test instruments used to monitor student progress.
- Engage in professional development to build understanding of the Department’s Developing Performance Framework. Implement the Developing Performance Framework with all staff members. Develop a whole-school Professional Learning Plan.
- Review the school curriculum delivery plan and ensure it contains year level and term plans for all key learning areas (KLAs) and that the progression of learning from year to year is obvious.