

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – TALARA PRIMARY COLLEGE

DATE OF AUDIT: 28-29 OCTOBER 2014



Background:

Talara Primary College is located in Currimundi, and lies within the North Coast education region. The school has a current enrolment of 1078 students from Prep – Year 7 and an Early Childhood Development Program for 28 young children with suspected disabilities. The Principal, Stephen Adams, was appointed to the position in 2002.

Commendations:

- Since the previous Teaching and Learning Audit in 2010, improvements have been made in all domains, with significant progress made in the domains: An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practices.
- The Principal and other school leaders are driving an explicit and detailed school improvement agenda. The explicit improvement agenda, with a focus on numeracy, has been communicated to staff members, parents, students, and is articulated in the Annual Implementation Plan (AIP). A whole school numeracy profile is being written for implementation across all year levels.
- High levels of trust are apparent across the school. Teaching staff and school leaders take a personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- Teaching staff have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. Peer profiling in reading and word study is a key strategy being implemented.
- There is direct alignment between the AIP priorities, the Developing Performance Framework (DPF) and the Professional Learning Plan. This has maintained the school wide self-reflective culture focused on improvement of classroom teaching.
- The systematic testing schedule provides meaningful data on all students. This ensures support can be provided for identified students and includes a range of intervention programs for students at risk and extension programs for high achieving students. Data is used to monitor growth in learning and adjust programs as required.

Affirmations:

- The school, as part of the Caloundra Coalition of State Schools, has engaged with local high schools over a number of years to align reading strategies, shared assessment, data-driven differentiation practices and co-planning of units to support Year 6 and 7 students as they transition to Junior Secondary.
- Teaching staff, in year level teams, routinely use data to monitor student learning and engage in conversations with Leadership Team members to reflect on student progress.
- Staff members and students highly value the safe, caring and supportive learning environment that is a key feature of the school.

Recommendations:

- Finalise the numeracy profile and implement numeracy profiling in line with reading and word study profiling to maintain consistent language and processes in agreed high yield teaching practices.
- Examine the current process for student goal setting and develop a whole school approach, for example the Specific, Measureable, Achievable, Realistic and Timely (SMART) goal approach.
- Maintain the strong collegial and self-reflective culture in which teaching staff invite the Principal, other school leaders and colleagues to observe their teaching, discuss their work and provide constructive feedback.
- Continue to support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teaching staff.