EXECUTIVE SUMMARY – WINDORAH SS
DATE OF AUDIT: 12 AUGUST 2013

Background:
Windorah SS has seven students from Prep - Year 6. The school has one permanent Teaching Principal and a second teacher for one day every week to assist with covering the curriculum. The school is four hours south of Longreach located in the Central Queensland Region.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain An Explicit Improvement Agenda, focusing on reading.
- There is evidence of a school wide commitment to every student’s success and staff members of the school tell stories of significant student improvement in reading.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace.
- Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group, small group and individual work.
- Staff morale is generally high.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- There is a documented Professional Learning Plan.

Recommendations:
- The Principal needs to further develop the agenda for improvement and be able to clearly communicate the improvements they wish to see in student behaviours and outcomes.
- Develop a school wide self-reflective culture, with coaching, mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Develop all staff members’ data literacy skills to monitor the effectiveness of teaching and develop the process of triangulating the data and goal setting.
- Use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of schooling.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Clarify and track the progression of the Australian Curriculum and essential learnings over years of school. Embed higher order thinking and ensure criteria sheets are used for all year levels in all key learning areas (KLAs).
- Actively promote the use of differentiated learning for ensuring every student is engaged and learning successfully. Use assessment instruments to identify specific skill gaps in student learning. Ensure planning shows how different needs of students are addressed, including the high achievers.