TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – YULEBA SS
DATE OF AUDIT: 7 AUGUST 2013

Background:
Yuleba SS is a two teacher school with 32 students arranged into two classes P - 2 and Years 3 - 7. The school also uses a 0.8 teacher to deliver history, SOSE and science curriculum. The school is situated 60 kilometres east of Roma.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains An Expert Teaching Team and Systematic Curriculum Delivery.
- The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes in reading and spelling.
- 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 and spelling.
- Teachers are successfully implementing Curriculum into the Classroom (C2C) in English, mathematics, science and history and continuing to deliver essential learnings in other key learning areas (KLAs).
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.
- 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.
- Staff morale is generally high.
- Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other’s practices.
- School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Continue to provide opportunities for teachers to take on leadership roles outside the classroom.
- The school is implementing weekly parent workshops to build an understanding of the new curriculum.
- The school is well resourced and uses Information Communication Technologies (ICTs) including iPads, laptops and interactive white boards to maximise student engagement and learning.

Recommendations:
- Further refine the 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.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Ensure that the full range of school data is analysed and that data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of schooling. Continue to develop teachers’ data literacy skills.
- Ensure programs meet the needs of all students including the higher achievers and gifted and talented students. Embed higher order thinking in all KLAs.
- Ensure feedback to students is timely, guides student action and is differentiated in students’ workbooks.
- Continue to develop effective ways to moderate student work within the school and with similar schools using criteria sheets to ensure a high quality standard.
- Ensure school data is prioritised in staff discussions and is summarised and displayed.