TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – ETON SS
DATE OF AUDIT: 07 MAY 2013

Background:
Eton SS caters for students in Prep – Year 7 in three classes. Eton SS is located amongst sugar cane farms 30 kilometres west of Mackay. The school is staffed with a Teaching Principal and three other teachers, along with a team of support personnel. The school community actively supports the school through a range of fundraising activities and many parents volunteer their time to assist in classrooms.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domain Systematic Curriculum Delivery.
- The school’s curriculum delivery plan identifies the curriculum, teaching and learning priorities as set out in the P-12 Curriculum Framework and teachers are adapting the Curriculum into the Classroom (C2C) materials.
- The tone of the school reflects a school wide commitment to purposeful learning. Classrooms are calm but busy and interruptions to teaching time are kept to minimum.
- The Principal has developed an agenda for improvement, which focuses on the improvement of the teaching of reading and writing. Staff members have engaged in professional development to enhance their knowledge and skills.
- The Principal is committed to continuous improvement in teaching practices throughout the school.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The daily communication books are an effective means to ensure open communication with parents.
- The Principal has identified grammar and punctuation as a further improvement focus to be addressed in the near future.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- Physical spaces and technology are used effectively to maximise student learning. The school computer laboratory is used effectively to implement a range of programs (for example, Reading 600 for all Year 5 students).

Recommendations:
- 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 targets for improvement are clear and accompanied by timelines. Ensure there is a documented school plan for the annual collection of student outcome data.
- Utilise appropriate software and ensure assigned staff members have been trained to undertake data analyses. 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.
- Develop programs to meet individual learning needs of specific student groups (for example, gifted students, Indigenous students and students with learning difficulties).
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure there is a documented professional learning plan and 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.