TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – VALE VIEW SS
DATE OF AUDIT: 17 OCTOBER 2013

Background:
Vale View SS is located 10 kilometres south of Toowoomba in the Darling Downs South West region, with a current enrolment of approximately 82 students. The classes are arranged; Prep, Year 1 - 2, Years 3 - 4 and Years 5 - 7. The school has four full-time teachers and a teacher who teaches science, grammar and the arts.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes reading and spelling.
- There is an eagerness from staff members to learn from research evidence and from other schools that have achieved significant improvements in reading.
- One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data.
- There is a documented Professional Learning Plan with a clear focus on reading.
- Teachers visit each other’s classrooms and welcome opportunities to have the Principal and other school leaders observe and discuss their work with them.
- The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address all key learning areas (KLAs).
- 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. Individual talents are valued.

Affirmations:
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members and is beginning to align with teacher feedback.
- The school uses an excel template to capture student academic data which is aligned with student profiles.
- The school has provided opportunities for the year six and seven students transitioning into Junior Secondary through its leadership program.

Recommendations:
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Ensure formal arrangements are made for staff members mentoring and coaching which is well documented.
- Summarise the whole school data for all KLAs and continue to refine the process for centralising the data storage.
- Ensure all teachers are regularly trained in data literacy skills and results through case studies, are shared at staff meetings. Ensure that all staff members use data to identify skill gaps and misunderstandings and provide multiple opportunities to learn for all students.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.