Executive Summary - Murray’s Bridge SS
Date of Audit: 25 July 2013

Background:
Murray’s Bridge SS is a one teacher school situated 15 kilometres from Warwick. The school has 12 students with a second teacher who teaches science, history, SOSE and health.

Commendations:
- There has been progress made since the previous Teaching and Learning Audit in the domain of Systematic Curriculum Delivery.
- The classroom is calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high. There is a happy, optimistic feel to the school.
- Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group, small group and individual work.
- The school provides opportunities for teachers to take on leadership roles outside the classroom in history and science.
- The Principal is seen as supportive of the professional development of staff members.

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

Recommendations:
- Develop a detailed documented school assessment plan and timetable for the annual collection of student outcome data analysing the full range of school data, summarising, displaying and communicating student outcome data for the school.
- Set time aside for the discussion of the school improvement plan, analysis of data and develop staff skills during staff meetings.
- Ensure targets for improvement are clear and accompanied by timelines.
- Use a variety of communication devices to regularly communicate student and school progress.
- Commence the development of the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Develop a school wide self-reflective culture, with coaching and 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.
- Establish a feedback culture in which staff members provide timely, explicit feedback to students to guide further actions to improve their learning. Link this to analysis of student data, student learning goals and criteria based assessment.
- Embed higher order thinking skills within all key learning areas (KLAs).
- Ensure a strong alignment with the Australian Curriculum, Assessment and Reporting Framework (ACARA) has been achieved between the overall curriculum delivery plan, term and unit plans, commercial text books, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.