TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – EL ARISH SS
DATE OF AUDIT: 2 APRIL 2014

Background:
El Arish SS is located 21 kilometres from Tully, in the Far North Queensland education region. It is a three teacher school with a current enrolment of 56 students from Prep to Year 7. The Principal, Mr Alexander Neilsen, was appointed in 2009.

Commendations:
- There has been significant progress made since the previous Audit in the domains, An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practice. Progress has also been made in the domain, A Culture that Promotes Learning.
- The explicit improvement agenda with a focus on reading, numeracy and maximising the potential of all students, particularly the high achievers, the development of staff and parent involvement has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Staff members’ Performance and Professional Development Plans also highlight this improvement agenda as focus areas for their professional learning. The school’s Developing Performance Framework (DPF) has a focus on improving the skills and knowledge of its staff members through professional development in literacy, numeracy, explicit instruction, classroom profiling and essential skills as well as technology and inclusive practices in the classroom.
- The physical setting of the school provides an interesting and artistic appeal for all staff members and students. The extensive grounds and gardens add to the respectful and caring learning environment created within the school.
- A whole school reading plan has been written and implemented across all year levels. Teachers, teacher aides and parent helpers support students in guided reading and the explicit teaching of comprehension strategies. Individual reading, spelling and numeracy data has shown that students are making progress towards school targets.
- Staff members regularly meet and discuss strategies to cater for the individual learning and social needs of all students. Teachers effectively use data, organise student groupings, differentiate programs (extension and support), maximise the resources available and continue to realign class programs to meet student needs.
- Teachers are differentiating spelling lists, reading, mathematics and homework for the range of students in their classes.
- The introduction of Spelling Mastery and Maths Mastery as well as targeted reading and spelling groups have supported the explicit teaching of numeracy and literacy and improved student outcomes are evident.
- The Senior Classes at the school have already been involved in science visits to Tully SHS, in preparation for the transition to Junior Secondary.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography, and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The school’s Responsible Behaviour Plan for Students (RBPS) has been reviewed and approved by the school community. The Principal, teachers and teacher aides have participated in professional development of The Essential Skills in Behaviour Support.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers. Class targets have been set for reading, writing, spelling and numeracy.

Recommendations:
- Continue to refine the whole school pedagogical framework. 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.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in class planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teachers.
- Continue to provide opportunities for staff to develop their expertise in using OneSchool particularly the use of dashboard. Use objective data to reflect on the effectiveness of teaching practices.
- 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.
- Enhance the processes of providing feedback for students and their parents.