

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – RICHMOND HILL SS

DATE OF AUDIT: 6-7 MAY



Background:

Richmond Hill SS is located in the regional town of Charters Towers. Approximately 385 students attend the school from Prep - Year 7. The school offers an inclusive learning environment and prides itself on its ability to provide learning experiences for a wide diversity of students.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Targeted Use of Resources, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda with a focus on Reading and Writing has been implemented across the school. The reading program is well resourced and reading instruction is being informed through the regular collection and analysis of data. Clear targets and timelines for reading improvements have been communicated to all staff members.
- The reading and writing planning documents clearly outline a preferred teaching methodology which has been adopted by all classrooms.
- The Principal and other members of the leadership team regularly visit classrooms. Teachers have participated in a classroom observation by the Principal which included written feedback.
- The school has a very positive tone and staff members spoke positively about the schoolwide commitment to purposeful, successful learning for all students.
- A schoolwide process is being used to support students with learning difficulties and incorporates the use of data to establish learning gaps and tracks individual student's progress against agreed learning goals. Progress is being reported back to parents and systems are being put in place to make this information available to all staff members.

Affirmations:

- Teachers have developed learning and behaviour goals with students and have these displayed in their classrooms.
- Good use is being made of available school resources to support the teaching of reading and writing across the school.
- School planning overviews are detailed and teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history, and teachers have reflected on how best to address the curriculum requirements of multi-age classes.
- The plan to improve student attendance is being supported by classroom teachers and followed up by home visits from members of the leadership team. Significant improvement in student attendance for certain year levels has already been noted.

Recommendations:

- Continue to provide professional development aimed at building staff members' data literacy skills. Continue to 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.
- Continue to develop feedback systems for all students in the school that are linked to explicit student learning goals and provide timely feedback to students about their progress against those agreed goals. Ensure that regular and timely feedback to parent's is also incorporated into these systems.
- Continue to develop both learning spaces and the use of technology to support the implementation of new curriculum initiatives.
- Develop strategies that will embed higher order thinking strategies into the focus learning areas and drive a consistent approach across the school.
- Expand the classroom visits program by providing opportunities for teachers to visit the classrooms of colleagues and provide constructive feedback around an agreed framework.