TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – OAKEY SS
DATE OF AUDIT: 28 – 29 OCTOBER 2013

Background:
Oakey SS is located in the Darling Downs South West education region. The current P - 7 enrolment is 371 students who come from a broad range of socio-economic and cultural backgrounds. Currently Oakey SS is an Indigenous Focus School and has been a Low Socio-Economic National Partnership school until September 2013. Principal, Mr Scott Pacey, was appointed in October 2013.

Commendations:
- Staff members have a strong commitment to students’ learning and wellbeing and this is the basis for teaching and learning programs and practices across the school.
- Staff members value and appreciate the supportive collegial network that currently exists.
- Reading is a core curriculum priority within a daily Literacy Block structure.
- Targeted human and material resource deployment maximises teaching effectiveness and student learning in reading. The skilled contribution of teacher aides is highly valued.
- A process is in place to support regular teacher moderation of student assessment.
- The Wellbeing Committee programs, resources and supports learning programs for Students with a Disability (SWD) and targeted students with learning or behavioural difficulties.

Affirmations:
- Some year level cohorts are engaging in team teaching of across class ability groups. The purposeful allocation of students to homogenous class groupings also supports differentiated teaching practices.
- Explicit instruction is seen as a whole school pedagogical practice central to the development of staff members as a coherent teaching team focused on improving student learning outcomes.
- The collection and analysis of assessment data informs some differentiated learning for students.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements and providing feedback about student achievement.
- There is a commitment to addressing the social skillling of students via the You Can Do It program.
- Parents and the school community are encouraged to take a genuine and close interest in their child’s education and the activities of the school.
- Preparation processes have commenced regarding transition for Junior Secondary in 2015.

Recommendations:
- Narrow and sharpen the explicit improvement agenda by establishing targets and timelines to measure, communicate and celebrate student progress within the school community.
- Continue to build data literacy skills to ensure staff members have a sophisticated understanding of data concepts when setting individual student targets and monitoring improvement in achievement.
- Enhance current differentiation processes that link the regular analysis of student assessment data with the clear identification of student’s strengths and concept skill gaps or misunderstandings.
- Review the curriculum plan to clearly document curriculum delivery of all key learning areas (KLAs).
- Collaboratively develop clearly understood and consistently enacted whole school teaching approaches for reading and spelling.
- Investigate catering for the learning needs of more able students within class learning programs.
- Explore how higher order thinking can be embedded in teaching practice in all KLAs.
- Continue enhancement of staff members’ knowledge and skills focusing on the effective use of technology to maximise student learning.
- Develop a strong collegial and self-reflective culture in which teachers welcome colleagues to observe their teaching, discuss their work with them and provide developmental feedback.
- Link the Developing Performance Framework, professional development and collegial feedback processes so as to build teachers understandings of highly effective teaching strategies.
- Strengthen the process for the identification of learning goals for all students through links to regular and timely feedback to students by adopting consistent whole school expectations and practices.