

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – KIMBERLEY PARK SS

DATE OF AUDIT: 29-30 OCTOBER 2012



Background:

Kimberley Park SS caters for 890 students from Prep - Year 7. This also comprises 35 students who are supported by the Special Education Program (SEP). The school has a very proud reputation within the community of providing quality enrichment programs particularly in the arts and technology.

Commendations:

- Since the previous Teaching and Learning Audit in 2010, Kimberley Park SS has made improvement in the domains of Explicit Improvement Agenda, Targeted Use of Resources, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- There is a school wide commitment to every student's success and this is evidenced by student's participation in the setting of individual learning goals.
- A range of initiatives like the organisation of coaches in the school, release planning time (POD) for teachers are being implemented to make more effective use of available resources, to enhance teaching and learning.
- The data wise improvement process, facilitated by the Head of Curriculum (HOC) as component of the coaching action plan, is used throughout the school to identify gaps in student learning, to monitor improvement over time and to enhance the teaching and learning process.

Affirmations:

- School leaders have introduced processes to work with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.
- The school has effective processes, facilitated by the HOC and coaches to support the school wide implementation of curriculum and pedagogy.
- The SEP teacher and STLaN (Support Teacher Literacy and Numeracy) have developed a range of programs to support the learning needs of students.
- The tone of the school reflects a school wide commitment to purposeful successful learning.
- The school leadership is clearly committed to finding ways to improve on current student outcomes through the implementation of the Kimberley Park SS Pedagogical Model.
- The introduction of cohort and class data plans are providing a clear focus for teachers to support the teaching and learning program.
- Teachers are committed to pedagogical improvement and participate in identified professional development activities.

Recommendations:

- Consolidate the collegial culture established through embedding the Kimberley Park SS's pedagogical model so teachers have an overt and shared commitment to the improvement of teaching and an openness to self-reflect and critique other colleagues.
- Continue the quality work being done by the HOC, in building the data literacy skills of teachers to support their development in understanding of data concepts that will lead to changes required in their teaching practice.
- Provide clarification of school based expectations in terms of teaching and learning pedagogy, for example in reading, reading comprehension and vocabulary, which will build consistency of approach throughout the school, in all key learning areas (KLAs) over time.
- Build on the explicit improvement agenda established so that it is both narrow and sharp, with clearly defined strategies, targets and timelines and which is rigorously actioned.
- Continue to provide opportunities for cohort teams to work with school leaders to review, refine the Curriculum into the Classroom (C2C) units and related assessment materials to ensure consistency of implementation across the school.

