TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – EMERALD SS
DATE OF AUDIT: 29-30 APRIL 2013

Background:
Emerald SS is located in the Central Highlands. The school caters for the learning needs of 391 students from Prep - Year 7. Strong community involvement and dedicated staff members build a supportive learning culture in which all students are expected to succeed. Current Principal Carmel Schaumburg was appointed in 2008.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, Targeted Use of School Resources, Differentiated Classroom Learning and Effective Teaching Practices.
- The Principal meets with classroom teachers each term to monitor student progress based on data collected within the classroom and discusses strategies for improvement.
- A pedagogy coach is currently working with teachers, providing them with valuable feedback on their practices.
- Students and staff members have an obvious sense of belonging and pride in the school, and all parents are welcomed and speak highly of the school and the opportunities it affords their children.
- Explicit instruction is recognised as a core element in effective teaching practices and teachers continue to be trained in the skills of this model.

Affirmations:
- A school reading program has been collaboratively developed and adopted.
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- WALT (We Are Learning To...) and WILF (What I'm Looking For...) are promoted to clarify ‘learning intentions’ and ‘success criteria’ of lessons.
- Teachers collaborate within year levels to make adjustments to the curriculum to meet the needs of the students and moderate according to standards to assign progress ratings.
- Teacher aides work directly with students according to needs within classrooms. They are deployed by the Students of Concern Committee (SOCC) according to applications from teachers that outline specific learning needs.
- Alignment and consistency of processes and practices are recognised by staff members as important to improving student outcomes and effective school management.
- Decision-making regarding key improvement agendas are clearly based on data analysis and collaboration with teachers.

Recommendations:
- Develop an explicit, coherent and sequenced whole school curriculum plan for delivery across all year levels and all key learning areas (KLAs) which makes clear what and when teachers should teach and students should learn. Ensure all teachers have a shared understanding of the expectations of the plan, its link to the pedagogical framework and that it is the basis for ongoing discussions about student achievement.
- 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. Embed coaching and mentoring to harness and share high quality practices of teachers within the school.
- Embed feedback practices for students as outlined in school documentation and make direct linkages from feedback to goal setting for each student.
- 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 school.
- Review written student progress reports to ensure they include clarity of improvement over time and provide guidance to parents on actions they might take.