TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – RAILWAY ESTATE SS
DATE OF AUDIT: 10 JUNE 2014

Background:
Railway Estate SS is located just outside the central business district of Townsville, within the North Queensland education region. The school has a current enrolment of 236 students from Prep to Year 7. The Principal, Daniel Broadfoot, was appointed in 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning 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; Differentiated Classroom Learning; and Effective Teaching Practise.
- The explicit improvement agenda with a focus on reading, data lead differentiation and explicit instruction has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). The school models the Department’s Developing Performance Framework (DPF) as a focus for improving the skills and knowledge of staff members through professional development in literacy, explicit instruction, data analysis and Essential Skills for Classroom Management.
- A whole school reading plan has been written and implemented across all year levels. Individual reading and spelling data has shown that students are making progress towards school targets.
- The school’s Student Support Committee regularly meet and discuss strategies to cater for the individual learning and social needs of all students. The committee assists teaching staff to effectively use data, organise student groupings, differentiate extension and support programs, maximise the resources available and continue to realign class programs to meet student needs.
- The introduction of individual student target setting in reading, as well as targeted reading and spelling groups have supported the explicit teaching of literacy and improved student outcomes.
- Senior classes at the school receive visits from local high school personnel, preparing these students for the transition to Junior Secondary.

Affirmations:
- Teaching staff have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography, and have discussed the appropriate ways to best 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 and staff members have participated in professional development in Essential Skills for Classroom Management in behaviour support.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teaching staff, resulting in class targets being set for reading and spelling.

Recommendations:
- Ensure the ongoing development and refinement of the whole school pedagogical framework reflects clarity about what students are expected to learn and be able to do, as well as high expectations of every student’s learning.
- Support and encourage teaching staff to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in class and school planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among and collaboration between teaching staff.
- Continue to expand the data driven improvement agenda to include literacy and numeracy.
- Develop a strong collegial and self-reflective culture in which staff members invite the Principal and colleagues to observe their teaching, discuss their work and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Continue to provide opportunities for staff members to develop their expertise in the use of OneSchool, particularly when using the dashboard.