TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – ORION SS
DATE OF AUDIT: 30 APRIL 2013

Background:
Orion SS Prep – Year 7 opened in 1964 with 19 students. Today Orion SS caters to a small community 35 kilometres from Springsure and has a full time and a part-time teacher.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and A Culture that Promotes Learning.
- The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes.
- The Principal, staff members and parents work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The school has developed an agenda for improvement and the Principal and teachers can describe the improvements they wish to see in reading and numeracy.
- There is evidence of a school wide commitment to every student's success and staff members tell stories of significant student improvement.
- The Principal has introduced programs and strategies to identify and address the needs of students in the school and is sourcing and applying available resources to meet those needs.
- There is a detailed documented professional learning plan.

Affirmations:
- A feedback policy has been developed for teachers to provide quality feedback to students.
- Staff members have participated in the Developing Performance Framework as a basis for their personal performance and development plans.
- The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address all key learning areas (KLAs).
- The school has arrangements in place for mentoring and coaching

Recommendations:
- Build staff members’ data literacy skills to monitor the effectiveness of teaching, to review classroom and school practices and to narrow down the strategies needed to be taught.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite the Principal and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Continue to analyse the full range of school data and fine tune how it is summarised, displayed and communicated to staff members, students and parents.
- Continue to develop challenging and higher order thinking strategies to cater for all students in all KLAs.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Review the school assessment instruments (standardised assessment tasks and teacher developed assessment tools) and evaluate their effectiveness to inform student achievement.
- Review the school’s student goal setting process to refine links, for example, with the improvement agenda, differentiated teaching strategies, timely feedback to students, regular monitoring using data, progress reports to parents and suggestions to parents on how they can support their child’s learning, criteria sheets and exemplars.
- Ensure the teaching staff of the school are experts in the subjects they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies aligned to the school improvement plan.