**Teaching and Learning Audit**
**Executive Summary – Mungar SS**
**Date of Audit: 26 August 2013**

**Background:**
Mungar SS is a two teacher school, located 20 minutes west of Maryborough. The school has 42 students arranged into two classes; Prep - 3 and Years 4 - 7. The majority of students live in Mungar and a small number travel from outside areas.

**Commendations:**
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and Analysis and Discussion of Data.
- The school improvement agenda has been effective in focusing and to some extent narrowing and sharpening, the whole school’s attention on core learning priorities.
- Data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling. A high priority has been given to professional development aimed at building teachers’ and leaders’ data literacy skills.
- The school has successfully implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history.
- Reports to parents show progress over time and include suggestions for ways in which parents can support their children’s learning.
- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.
- The school tells stories of significant student improvement in reading, spelling and sight words.
- Teachers routinely use objective data on student achievement as evidence of successful teaching.

**Affirmations:**
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Arrangements are in place for mentoring and coaching (with teacher agreement).
- The school ethos is built around high expectations and a commitment to academic excellence.
- The Principal provides opportunities for the second teacher to take on the leadership role of implementing the Words their Way program.
- School data is presented at staff meetings.

**Recommendations:**
- Develop a school wide self-reflective culture, with an openness to be critiqued by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Ensure all key learning areas (KLAs) have criteria sheets and exemplars for each year level and develop moderation processes to ensure a high standard.
- Develop whole of school higher order thinking strategies which are embedded within all KLAs.
- Research highly effective ways to provide feedback to students which guide the actions they need to take to make further improvements.
- Develop a school wide process for identifying specific student learning needs to determine the use of all resources aligned to the school improvement plan.
- Further refine the whole school curriculum plan to ensure all the essential learnings in other KLAs are covered and include the guide to making judgements for each year level.