EXECUTIVE SUMMARY – GIN GIN SS
DATE OF AUDIT: 5-6 JUNE 2013

Background:
Gin Gin SS is located approximately 55 kilometres from the regional centre of Bundaberg. The school has approximately 330 students enrolled from Prep - Year 7. A National Partnership funding agreement has been used to support a range of learning programs throughout the school.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains An Explicit Improvement Agenda, Expert Teaching Team, Effective Teaching Practices and Targeted Use of School Resources.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Teachers, teacher aides and parent helpers support students in guided reading groups. Reading data has shown that students are making progress towards school targets.
- Profiling of teachers essential skills is being used throughout the school to establish a strong collegial and self-reflective culture.
- The creation of individual learning plans for all students is assisting teachers to monitor individual student progress and provide a framework that enables a differentiated approach to instruction.

Affirmations:
- The school’s responsible behaviour plan has been reviewed and approved by the school community. As a School Wide Positive Behaviour Support (SWPBS) school, a strong focus on the consistent application of school practices is contributing to a school wide tone that reflects a commitment to purposeful successful learning.
- Parent reporting in terms 1 and 3 is providing parents with an opportunity to access information regarding their child’s progress against the agreed learning goals. Students are active participants in this process.

Recommendations:
- 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.
- Continue to support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Continue to develop the individualised planning process so that it provides students with the opportunity to gain regular and timely feedback regarding academic performance against the agreed learning goals.
- Promote the school’s explicit improvement agenda to the wider community through a variety of local formats so that parents have access to information that will assist them to support their children’s learning.
- Develop a whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions.
- Align the school’s curriculum plans so that they map the progression of learning from year to year. School curriculum plans and the school assessment plan would benefit from further clarification.
- Embed a focus around higher order thinking skills across all key learning areas (KLAs). A specific focus aligned to the improvement plans for reading would support this process.