**Executive Summary – Gooburrum SS**

**Date of Audit: 20 August 2013**

**Background:**
Gooburrum SS is a four teacher school located seven kilometres from Bundaberg. The school has 88 students arranged into four classes; P - 1, Years 2 - 3, Year 4 and Years 5 - 7. The school’s motto is ‘strive for progress.’

**Commendations:**
- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and Systematic Curriculum Delivery.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda around reading and data analysis.
- There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible.
- The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data using the class data spread sheets focusing on every student.
- There is a happy, optimistic feel to the school.
- The Principal participates in professional learning activities, learning alongside teachers.
- Staff members have been trained using Sheena Cameron’s reading comprehension strategies to align with the explicit improvement agenda.
- The school community has been involved in the development of the school behaviour matrix to build student behaviour expectations.

**Affirmations:**
- The school has implemented School Wide Positive Behaviour Support (SWPBS) in 2013.
- The Department’s Developing Performance Framework as the basis for professional discussions with staff members, has been implemented.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- There is a documented Professional Learning Plan and the school has arrangements in place for mentoring and coaching.

**Recommendations:**
- 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 on to and extending learning in previous years.
- Use data to identify gaps in student learning, as starting points for explicit teaching, to monitor individual student improvements, to set targets and to monitor the effectiveness of teaching practices and school programs. Develop the process of triangulating the data.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- 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 leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Develop a school wide researched feedback system for students which guide the actions they need to take to make further improvements. Use criteria sheets, guides to making judgements, exemplars and introduce a moderation process.
- Explore ways to include and engage students and parents in target and goal setting which is monitored.