Teaching and Learning Audit
Executive Summary – Rossville SS
Date of Audit: 4 September 2014

Background:
Rossville SS is located 42 kilometres south of Cooktown, within the Far North Queensland education region. The school was reopened on the current site in 1988, to meet the educational needs of families in the area and has a current enrolment of 47 students from Prep – Year 7. The Acting Principal, Amelia Jenkins, has been in the position since 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, there have been improvements made in all eight domains, with significant improvement evident in domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; Targeted use of School Resources, and Systematic Curriculum Delivery.
- The explicit improvement agenda is focused on reading improvement and is significantly driven by the recently developed pedagogical framework that articulates student development towards becoming A confident, connected and creative citizen.
- The school uses teaching practices to progress the improvement agenda, including a well understood gradual release model for teaching that has been enhanced by complementary research models for teaching to allow for experiential learning for the students in the school.
- The use of teacher aides to maximise learning for students in a range of structured programs at every year level is a feature of the learning environment which is praised by students, parents and staff members. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- The Developing Performance Framework (DPF) for all staff members is actively aligned to the explicit improvement agenda to enhance delivery of quality learning experiences for students.
- The principal is working closely with local high schools, Transition Services and families of students in Years 6 and Year 7 to successfully transition to schools across Queensland for Junior Secondary in 2015.

Affirmations:
- The Leadership Team is revising and developing school based units of work to successfully meet the achievements standards of the Australian Curriculum in a localised context.
- Goal setting by students in Reading and Numeracy, actively engages students in their own learning.
- The moderation processes used in the school include vertical moderation, especially for high performing students and shows a strong commitment to a whole school curriculum delivery approach.
- Higher Order Thinking Skills are being progressed by an innovative implementation of a Philosophical Enquiry program that is aligned to the reading components of the current units of work in the English program. This is part of the balanced Reading Program.
- The school places a very high priority on the ongoing professional learning of all staff members.
- The school utilises an extensive array of Tiered Interventions, support programs and external agencies to enable access to the curriculum, especially for students with medical, learning or behavioural issues.

Recommendations:
- Continue to embed the current improvement agenda that explicitly describes the enacted curriculum intent, pedagogies, support provisions and adjustments, differentiations and reporting protocols that align to the pedagogical framework for the school.
- Further develop staff members’ knowledge and usage of the class dashboard in relation to analysis of academic performance data, whole of school monitoring data, as well as major, minor and positive incidents of student behaviour data.
- Continue to progress the engagement of parents with the school, to extend the learning environment beyond the school and to maximise understanding and support for the school’s development of a supportive learning environment.