Teaching and Learning Audit
Executive Summary – Wellcamp SS
Date of Audit: 14 November 2014

Background:
Wellcamp SS is located 10 kilometres south-west of Toowoomba in the Darling Downs South West education region. The school was established in 1899 to meet the educational needs of families in the local farming industries and has an enrolment of 83 students from Prep to Year 7. The Principal, Kym Stansbie, was appointed in 1989.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, there have been improvements made in all of the domains, with significant improvement made in: An Explicit Improvement Agenda; Analysis and Discussion of Data; and Differentiated Classroom Learning.
- The school’s Explicit Improvement Agenda (EIA) is focused on reading improvement and is being driven by the adoption of a revised reading program and structured support for students.
- Practices in the school that are used to progress the improvement agenda include Explicit Instruction, short cycle data sets, adoption of a school wide support interventions and a consistent approach to teaching comprehension strategies across the school. Individualised learning goals are developed for students and whole of school targets and benchmarks are also developed to monitor improvement in the EIA.
- Students requiring scaffolding to access the curriculum and learning are identified early through a range of data collections. An analysis of this data by teaching staff occurs to plan the next learning goals and indicate curriculum adjustments and support provisions to achieve these goals.
- The curriculum organisation and planning process enables teaching staff to effectively unpack the mandated curriculum in a small school multi-age context using the Curriculum into the Classroom (C2C) guidelines and adapted assessment pieces to ensure alignment with the Australian Curriculum.
- The school uses a well understood Coaching and Feedback model to enhance staff member development. The model reflects the 16 elements of the whole of school pedagogical focus and all staff members have skills to take on coaching roles for and with their colleagues.

Affirmations:
- The Developing Performance Framework (DPF) is well established among staff members and is used as the basis for staff member discussions about performance development. There is a focus on performance development that aligns to the EIA.
- The use of teacher aides to maximise learning for students in a structured reading program in every year level, is a feature of the learning environment about which students, parents and staff members comment very favourably. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- The school has made effective use of the small school environment to provide vertical learning extensions for advanced learners.
- Teaching staff are open and welcoming to all families and take a personalised approach to meeting and discussing student development with parents in both formal and informal settings. Parents report they are well informed about their child’s development and that that teachers are always available to discuss student’s progress.
- The Principal is working closely with the local high school and with families of students in Year 6 and Year 7 to enable a successful transition to Junior Secondary Schooling in 2015. Special care is taken for students whose transition needs are greater

Recommendations:
- Further develop staff members’ knowledge and use of the class dashboard in relation to analysis of academic performance data, and consider the migration of the current suite of diagnostic data into OneSchool.
- Further develop staff members’ reflective practices to include more formalised mentoring and coaching for the teaching practices used in the school’s improvement agenda of reading.
- 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 improvement agenda.
Teaching and Learning Audits

As part of an initiative to improve student learning in Queensland state schools, Teaching and Learning Audits are conducted in every Queensland state school to provide quality feedback on how the school is performing and to inform school planning processes.

The audits are usually carried out every four years or following the appointment of a new school principal. A school community may request another audit within the four-year cycle, however no more than one audit will be conducted at the same school within a 12-month period.

During the audit, an independent, experienced school principal visits the school to collect a range of data and information about school practices, programs and procedures in the area of teaching and learning.

Interviews will also be conducted with staff, students and the P&C President to gather a range of perspectives on school strategies and practices.

The audit will usually take one to two days, depending on the school's context and size. The school will receive the auditor's report within 15 days and key findings will be discussed with the principal, the school’s leadership team and the school staff.

From this report, the executive summary and eight-page profile will be made available to parents and caregivers on the school’s web site. The principal will work with the school community to include any recommendations in the school’s forward planning.

For further information about Teaching and Learning Audits, please contact your child’s school or visit www.education.qld.gov.au/nationalpartnerships/teach-learn-audits.html.
DISCIPLINE AUDIT  
EXECUTIVE SUMMARY – WELLCAMP SS  
DATE OF AUDIT: 14 NOVEMBER 2014

Background:  
Wellcamp SS is located 10 kilometres south-west of Toowoomba in the Darling Downs South West education region. The school was established in 1899 to meet the educational needs of families in the local farming industries and has an enrolment of 83 students from Prep to Year 7. The Principal, Kym Stansbie, was appointed in 1989.

Commendations:  
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that has been reviewed in 2014 following consultation with the parents and school community. The RBPS has a matrix to describe how the expected behaviours are to be displayed in the school setting.
- The school’s behavioural expectations are based on a well understood set of school values: Resilience, Results, Respect and Responsibility, and are enacted in school rules of Be Safe, Be Responsible and Be Respectful.
- Students who display the expected behaviours are awarded through a range of whole school and classroom celebrations. These celebrations are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly and term basis.
- Positive behaviours are recorded in OneSchool and the school has a process to record minor and major behaviour incidents. The Principal and Leadership Team review trends in student behaviours recorded in OneSchool and data sets.
- The active role played by skilled and informed teacher aides who are involved in personalised learning for students who are at risk of disengaging from learning, is a feature of the learning environment. All staff members, including teacher aides are trained in Essential Skills for Classroom Management (ESCM).
- The Principal has successfully implemented the integration of a neighboring school which was closed. The sensitive management of parents’ disappointment has resulted in a successful integration of the two campuses.

Affirmations:  
- There is a school based matrix for Effort and Behaviour which gives consistency to teacher judgements when writing student report cards.
- Parents report that they highly value the small school country environment and enthusiastically describe the school as Our School. Parents comment very favourably that they are very much welcomed as partners in their child’s learning. For some parents, it is a school of choice because of its supportive and friendly culture where the older students are very supportive and caring of the younger students.
- Parents of the school greatly value the learning opportunities that are offered beyond the school and the Parents and Citizens’ Association (P&C) actively provides financial support so all students are able to access these opportunities.

Recommendations:  
- Further develop staff members’ skills to use the class dashboard as an aid to monitoring student trend data in attendance and behaviour. Progress this by developing with a staff member, a well understood set of criteria for entering minor behaviours into the OneSchool database.
- Continue to monitor and influence the improved attendance of students to reflect the school’s alignment to the Every Day Counts initiative.
- Explore options to progress the engagement of parents with the school to maximise understanding and support for the school’s supportive learning environment and to extend that learning environment for students beyond the school. Include opportunities to offer parenting information, support and training to reflect the school’s focus for the teaching of reading.
Discipline Audits

As part of an initiative to strengthen discipline in Queensland State schools, Discipline Audits will be conducted in every Queensland state school by November 2014. The purpose of the Discipline Audits is to provide quality feedback on how the school is ensuring a safe, supportive and disciplined learning environment and to inform school behaviour management planning processes.

During the audit, an independent, experienced school principal will visit the school to collect a range of data and information about school-wide, programs and procedures in the area of discipline.

Interviews will also be conducted with staff, students and parents to gather a range of perspectives on school strategies and practices in relation to behavior management.

The Discipline Audit will usually take one to two days, depending on the school’s context and size. The school will receive the auditor’s report within 15 days and key findings will be discussed with the principal, the school’s leadership team and school staff.

The report’s Executive Summary and 5 page Profile will be made available to parents and caregivers on the school’s web site. The principal will work with the school community to include any recommendations in the school’s forward planning around strengthening discipline.

For further information about Discipline Audits, please contact your child’s school or visit the Education Queensland website.