Teaching and Learning Audit
Executive Summary – Barkly Highway SS
Date of Audit: 20-21 May 2013

Background:
Barkly Highway SS is a remote school located in Mount Isa. The school has a population of 560 students with a Cluster Special Education Program (SEP) that provides specialist support for outlying schools and 30 students at Barkly Highway SS. The school is an Indigenous Focus School and has 129 Indigenous students on Personal Learning Plans.

Commendations:
- There has been significant progress made in most domains since the first Teaching and Learning Audit in 2010. The Principal and other school leaders are to be commended for their leadership of the strong, explicit improvement agenda.
- The explicit improvement agenda with a primary focus on reading (with attendance) has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). A whole school reading pedagogy has been written and implemented across all year levels. Short cycle reading data has shown that students are making progress towards school targets.
- School performance data has been used to identify writing as the next focus area. School leaders and teachers are currently developing the school writing pedagogy, building on the effectiveness of the reading pedagogy.
- The school leaders take personal and collective responsibility for building workforce capacity, working as a team, modeling life-long learning, and commitment to improving student outcomes.
- The Principal and other school leaders regularly visit classrooms. Teachers have participated in classroom observations by their line manager and the Principal which included written feedback.

Affirmations:
- Some class teachers have started goal setting with their classes and regularly provide students with timely feedback, both oral and written, to guide student actions.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science and history and are modifying the delivery and assessment of these units for individuals in their class based on five week data cycles.
- The ‘Wowsers Group’, a voluntary after school professional learning community responds to emergent learning needs of beginning and early career teachers. Teachers speak highly of this activity in meeting their learning needs post induction.
- Staff members are to be commended for their relationship building with families and carers of indigenous students. Regular and planned positive communication has impacted directly on attendance and engagement. This work is ongoing for the school community.

Recommendations:
- Continue the development of the 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 are key elements of the school’s push for improved teaching and learning.
- Continue to develop the strong collegial and self-reflective culture in which teachers invite colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Refine and document the practices and processes for individual student goal and target setting and its relationship to student feedback to achieve consistency throughout the school.
- Maintain the whole school focus on attendance and engagement of all students. The comprehensive range of strategies in place have proven to increase individual student engagement in schooling and attendance overall.