TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – NORMANTON SS
DATE OF AUDIT: 11-12 SEPTEMBER 2013

Background:
Normanton SS was opened in 1892 and is located in a remote community just south of the Gulf of Carpentaria. The P – 10 school has a current enrolment of approximately 200 students. Strong links are established with many local and government agencies and organisations in the community.

Commendations:
- Since the previous Teaching and Learning Audit significant progress has been made in the domains A Culture that Promotes Learning and Effective Teaching Practices.
- All staff members demonstrate a strong and optimistic commitment to the school improvement strategy and there is a belief that further improvement is possible. There is a happy, optimistic feel to the school.
- The implementation of School Wide Positive Behaviour Support (SWPBS) is maintaining a positive learning environment by embedding proactive whole school systems for students and staff members. This deliberate focus is bringing about a positive learning culture.
- The Principal and other school leaders have accepted personal responsibility for driving a narrow and focused strategic direction which is improving the teaching and learning throughout the school. School leaders place a very high priority on the ongoing professional learning of all staff members and on the development of a school wide, self-reflective culture focused on improving classroom teaching.
- The school is driven by a belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff members, students and parents. There is a strong collegial culture of trust and support amongst all staff members.
- Strong procedures are in place to encourage a school wide, shared responsibility for student learning and celebration of successes.

Affirmations:
- A range of initiatives is implemented to make effective use of available resources and to enhance teaching and learning. The school deploys teachers and teacher aides in ways that make best use of their expertise to engage and extend students. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students.
- Data is used throughout the school to identify gaps in student learning and to monitor improvement over time. Teachers meet with school leaders every five weeks to discuss and closely monitor class data, individual student’s progress and strengths and weaknesses. Individual successes are celebrated.
- The Junior Secondary program has been a priority issue in the improvement agenda of this school for a considerable time and significant developments have been undertaken.
- Teachers have a shared commitment to the improvement of their teaching and openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders to visit their classrooms to observe their teaching.

Recommendations:
- Continue to monitor that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of schooling. Ensure that the teaching and learning is building on to and extending that of previous years.
- Continue to implement the Australian Curriculum by monitoring student engagement and outcomes. Adopt or adapt Curriculum to Classroom (C2C) resources guided by professional judgement.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student’s capacity to improve, especially those achieving in the upper two bands.
- Continue to provide professional development aimed at building staff members’ data literacy skills. Continue to use literacy and numeracy data to identify gaps and misunderstandings in student learning, to monitor improvement over time and the growth across the years of schooling for all key learning areas.
- Strengthen written feedback to guide student actions and embed those practices that bring the most success for students. Embed the effective use of student learning goals to inform day to day teacher practice and improve student outcomes.