Executive Summary – Muttaburra SS

Date of Audit: 25 March 2013

Background:
Muttaburra SS is located in the geographical centre of Queensland; this remote centre is 125 kilometres from Longreach. The school is the show piece of the town, with excellent community facilities and manicured lawns and gardens. The Muttaburra community is very proud of the school. The school is staffed with a Teaching Principal and a part-time teacher is utilised to provide specialist subjects and Principal administration time.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains An Explicit Improvement Agenda and Systematic Curriculum Delivery.
- The Principal has developed an agenda for improvement and can describe the improvements they wish to see in student behaviours and outcomes.
- The Principal views reliable, timely student data as essential to his effective leadership of the school.
- The Principal and teacher welcome opportunities to have each other and other school leaders visit their classroom and observe and discuss their work with them.
- The school provides opportunities for staff members to take on leadership roles.

Affirmations:
- There is evidence of a school wide commitment to every student’s success.
- Physical spaces and technology are used effectively to maximise student learning. The community garden is a beneficial resource; it is used effectively as a teaching and learning resource and community engagement strategy.
- The Principal has analysed school performance data over a number of years and is aware of trends in student achievement levels.
- Staff morale is generally high.

Recommendations:
- Provide professional development aimed at building staff members’ data literacy skills.
- Develop and implement programs to meet individual learning (for example, programs for students achieving in the upper two bands, and students with learning difficulties)
- Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of school.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Refine the school curriculum plan and curriculum delivery to ensure it balances the system requirements to address all key learning areas (KLAs) to give priority to English, mathematics and science and to embed the fundamental skills of literacy, numeracy and higher order thinking within all KLAs.