Executive Summary – Kulpi SS
Date of Audit: 6 August 2014

Background:
Kulpi SS is located 63 kilometres east of Dalby, within the Darling Downs South West education region. The school was opened in 1915 and has a current enrolment of 14 students from Prep – Year 7. The Acting Principal, Rosita Lever, was appointed in 2014.

Commendations:
- There has been progress made in all eight domains since the previous Teaching and Learning Audit in 2010, most significantly in the domains: An Explicit Improvement Agenda; A Culture that Promotes Learning; Targeted Use of School Resources; An Expert Teaching Team; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice.
- Parents and the Parents and Citizens’ Association (P&C) representatives, discuss in detail the high level of communication provided by the school.
- There is a large focus on differentiation at the school. Staff members can show which students are receiving extra support to enable additional scaffolding or accelerated learning opportunities to challenge high achieving students. Evidence of this differentiation is apparent in planning documents.
- There is a clearly defined explicit improvement agenda. Clear strategies, associated professional development requirements and budget implications assist the achievement of the agenda.
- Opportunities to moderate standards of work with colleagues outside of the school are provided.

Affirmations:
- The current Principal is highly regarded in the school community. This regard has led to renewed community confidence and an increase in enrolment numbers.
- The Explicit Teaching Model, I do, We do, You do, is beginning to be implemented as a structure to enhance all lessons.
- The school has purchased the CARS and STARS program, and has implemented the Café Reading framework to increase student achievement in reading.
- We Are Learning To (WALT) and What I’m Looking For (WILF), are promoted to clarify learning intentions, success criteria and aim of lessons.
- Through participation in the Developing Performance Framework (DPF), individual Professional Development Plans have been established to align with the school’s Professional Learning Plan.
- All students have learning goals which are displayed in the classroom. Students are aware of their targets and describe what they have to do to reach this goal.
- Student and parent visits to the local secondary school have occurred. Secondary school representatives have visited the school to assist in the preparation of students transitioning into Junior Secondary.

Recommendations:
- Implement a coaching and mentoring framework that outlines what and when teachers and teacher aides will be coached. Formal feedback and future goals are to make up part of this observation process.
- Define the expectations regarding the embedding of higher order thinking in all subjects. Support the schools ability to meet these expectations through systematic professional development.
- Review the schools induction booklet to ensure it reflects the valued practises around teaching and learning that are currently in place.
- Continue to build on the gathering of academic data that has begun this year. Ensure training in data analysis and that data discussions are formally recorded. Regularly review the standardised assessment, NAPLAN and A-E report results to ensure that there is triangulation of the data.
- Harness the power of high quality feedback to students, by identifying and employing clear methodology, including annotations in workbooks. Ensure that there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Continue the strong focus on teaching and learning that is currently in place, including the continued setting and monitoring of individual student academic goals.