TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – TAGAI COLLEGE
DATE OF AUDIT: 20-23 MAY 2013

Background:
Tagai SC is located in the Torres Strait. The College, like the constellation, is a collection of individual entities that together make up the whole. With each of the seventeen campuses considered as equally unique and important as the stars of Tagai, together they form a college far stronger than the sum of the parts.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in all eight domains.
- The explicit improvement agenda focusing on reading, number and attendance has provided a narrow and focused strategic direction and has been effective in focusing the college on core learning priorities.
- All staff members understand the high importance of positive and caring relationships as a key ingredient to successful student learning and the creation and maintenance of strong college wide learning culture.
- The Principal and school leaders clearly articulate their belief that reliable and authentic data on student outcomes is crucial to the college’s improvement agenda. Whole college data informs systemic strategies.
- College initiatives including big write, data walls, walk-throughs, Tagai Teachers Teaching Teachers (4T) and the explicit reading program are all important keys to improving student learning.
- Teacher aides and community teachers provide quality support to class teachers enabling differentiation.
- The strong community engagement and the associated YUMI way is making a positive contribution.

Affirmations:
- Teachers are mastering the explicit instruction pedagogical strategy to ensure effective teaching and learning throughout the college. Place an emphasis on developing and embedding the number plan.
- Staff members express a strong confidence in the leadership team and their focus on whole college standards and expectations. This deliberate focus is bringing about a positive learning culture change.
- There are some outstanding teaching practices occurring on different campuses of the college which can provide a solid platform for peer mentoring and coaching opportunities.
- There is an expectation that every student will learn and achieve positive outcomes. Students express strong confidence in the ability of teachers to help them be successful.
- The executive team have given a very high priority to understanding and addressing the learning needs of all students in the school. They have implemented systematic strategies for identifying student needs.
- School leaders place a high priority on the ongoing professional learning of all staff members and on the growth of a school wide, self-reflective classroom culture. Continue to develop staff members’ data literacy skills.

Recommendations:
- Heads of Campus and leaders need to continue to define their role as instructional leaders and to be hands on in driving evidence based teaching practices across the college. To improve student outcomes, spend time working alongside teachers modelling effective pedagogical practices; take considered action and monitor progress by developing more sophisticated data literacy skills for all staff members.
- Continue to supervise and monitor that the enacted curriculum remains the focus for discussion among teachers and that the Australian Curriculum is the reference against which curriculum adjustments are aligned, assessment tasks are designed and student learning reported.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically so there is continuity and progression of learning across the years of schooling.
- Continue to implement the Australian Curriculum by monitoring student engagement and outcomes. Adopt or adapt C2C (Curriculum into the Classroom) resources guided by professional judgment.
- Continue to monitor the effectiveness of the college’s literacy and numeracy strategies.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student’s capacity to improve. Strengthen timely feedback to guide student actions as a key element of the college’s push for improved teaching and learning and embed best practice.