

Teaching and Learning Audit

Fact sheet

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Overview

In 2010, the Queensland Government introduced comprehensive audit requirements for state schools in the area of teaching and learning. All Queensland state schools were audited during 2010.

The Audit Tool

The audit instrument was developed by Australian Council for Education and Research under contract by the Department of Education and Training. This tool was developed using international research, informed by Education Queensland's Roadmap and based on the findings and recommendations from the 2009 Report by Professor Masters, 'A Shared Challenge Improving Literacy, Literacy, Numeracy and Science Learning in Queensland Primary Schools'. The audit instrument can be viewed on the Department's website.

Purpose

The Teaching and Learning Audit process places a strong focus on auditing key curriculum, teaching, learning and assessment practices of a school.

Following an audit, the school is provided with a detailed report relating to their progress against system expectations and accountabilities.

This report is designed to inform future developmental needs of each school as well as developmental needs for the system.

Within each area, evidence is collected against set criteria to decide a school's level of development.

Comments are also provided in terms of commendations (exemplary practice), affirmations (areas of effective practice) and recommendations (areas for development).

A Teaching and Learning Audit focuses on eight key aspects of a school's operations:

- An Explicit Improvement Agenda;
- Analysis and Discussion of Data;
- A Culture that Promotes Learning;
- Targeted Use of School Resources;
- An Expert Teaching Team;
- Systematic Curriculum Delivery;
- Tailored Classroom Learning; and
- Evidence-Based Teaching.

The Audit Process

a. Prior to the Audit

- The Auditor will ring the school and negotiate a suitable time as well as discuss the instrument, the intent, the process and the report with the Principal.
- A letter will then be sent to the school confirming arrangements and again outlining key aspects of the process and the intent
- The Auditor receives key school performance data, from Central Office prior to them arriving at the school. The school has access to all of this data as well as having access to the audit tool.

b. The Audit

During an audit the Auditor would gather evidence by:

- Conducting a desk audit of relevant programs and policies;



- Interviewing the Principal and other members of the school's administration team. Some of these would be selected by the Principal and some selected by the Auditor;
- Interviewing a range of staff members. Some of these would be selected by the Principal and some would be selected by the Auditor. The number of staff will be proportionate to the size of the school;
- Interviewing the Parents and Citizens' Association President and other key personnel and community groups as agreed to during the initial telephone call; and
- Interrogating other relevant school information such as school data, agendas, plans, minutes, units of work and pieces of assessment.

Throughout the audit, the Auditor will give feedback to the Principal and allow the Principal the opportunity to provide more evidence so that an accurate evaluation of the school's practices can be made.

At the conclusion of the Audit the auditor will conduct an exit interview with the Principal and their administration team and discuss findings.

c. The approximate time for an Audit

Outlined below is the approximate amount of time that an Auditor will spend in the school conducting an audit. However, this time could vary depending on the number of teachers, the number of auditors visiting the school and the context of the school.

Bands 5 to 7	One day
Bands 8 and 9	Two days
Bands 10 and 11	Three days
Schools over 1600	Four days

d. Following the Audit

The audit reports are secure web-based documents that are prepared in accordance with the following time schedules:

- The report will be completed by the Auditor and sent to the Principal within 10 working days;
- Within a further 10 working days, the Principal:
 - a. prepares an action plan in response to the recommendations and sends it to their Assistant Regional Director, (School Performance), the Auditor and the Assistant Director-General (School Performance), and
 - b. provides feedback on the audit process to the Assistant Director-General (School Performance); and
- Within a further 10 working days the Assistant Regional Director (School Performance) discusses the audit report and the aligned action plan with the Principal.

Teaching and Learning Audit reports are analysed at the system and regional level to identify trends and inform future planning.

The Auditors

Highly successful principals are appointed for a period of time of up to 12 months to conduct audits across the State.

Accountability

Accountability for the performance and achievement of the team will lie with the Assistant Director-General (School Performance).

Additional information

For further information please call Mark Campling, Assistant Director-General (School Performance) on 323 70121.