DISCIPLINE AUDIT
EXECUTIVE SUMMARY- CHARLEVILLE SDE
DATE OF AUDIT: 26 MAY 2014

Background:
Charleville SDE is a Prep to Year 10 school providing teaching and learning services to students residing in remote locations in western Queensland. 153 students participate in lessons and activities designed to support learning. The Principal, Jennifer Swadling, was appointed to the school in 2008.

Commendations:
- Parents strongly endorse the move for the delivery of direct and explicit teaching online and in tutorials, which has greatly enhanced student attainment of key concepts.
- Parents can identify teachers at the school who teach using exemplary digital and distance education pedagogy leading to better learning outcomes.
- The recent move to curriculum drawn from the Curriculum into the Classroom (C2C) materials has provided many challenges. All agree that these materials have ensured intellectual rigour and is now a stronger feature of the curriculum. Teachers and parents have worked closely together to ensure students benefit from these changes.
- Teacher efforts to differentiate to cater for the diverse learning needs of students is an important feature of this new learning partnership.
- Field activities and cluster activities are highly valued by staff members, students and parents and are reported to deliver much needed social and interpersonal learning for otherwise isolated students.
- Project 600 has been a very successful example of a Distance Education strategy, delivering superior learning outcomes as an alternative to the curriculum papers issued to tutors. This is a valuable example of the quality whole school programs delivered by the school.
- The involvement of parents and tutors in a genuine teaching partnership with staff members ensures the provision of better learning outcomes.

Affirmations:
- Staff members have demonstrated a strong commitment to delivering the best learning for their students. They have adapted and are in the process of, renewing the accepted definition of best practice distance education pedagogy. Additional online delivery, along with the added demands for preparation and feedback required in the Distance Education mode have been undertaken for the benefit of their students.
- Specialist staff, support teachers, Special Education staff and the Guidance Officer are used to support students with complex and challenging learning needs in remote locations.

Recommendations:
- Consider involving all in the community in the development of a school wide set of values to build consistent standards and expectations of engagement and participation.
- Utilise expert teachers to coach and model best practice in online pedagogy and communication. These practices should involve identification of standards of practice in planning, preparation, delivery and feedback. Particular attention should be given to inducting new staff members to these practices to ensure the consistency of ongoing learning protocols for students.
- Continue to skill teachers and tutors in effective utilisation and delivery of differentiated learning materials. Ensure attention is given to differentiation for the more able students, as well as, those struggling to learn.
- Provide staff members with opportunities to moderate their assessment of student work with a range of other professionals.
- Consider processes to record and reward positive engagement in learning.