

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BAUHINIA SS

DATE OF AUDIT: 2 MAY 2013



Background:

Bauhinia SS is a one teacher school 200 kilometres south-east of Emerald in the Central Queensland region. The school receives funding through the Rural and Remote Education Access Program (RREAP) and is well supported by the local community.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda and A Culture that Promotes Learning.
- The school has developed an agenda for improvement in reading and explicit teaching and the Principal can describe the improvements they wish to see in student behaviours and outcomes.
- The tone of the school reflects a school wide commitment to purposeful, successful learning. The classroom is calm but busy and interruptions to teaching time are kept to a minimum.
- The Principal has initiated a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact and in the language they use in both formal and informal settings.
- Staff morale is generally high.
- The Principal has implemented the annual plan, analysing the full range of school data, and summarising student outcome data for the school.
- The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balances the system requirements to address all key learning areas (KLAs).
- Parents are clearly encouraged and welcomed to be partners in their children's learning.

Affirmations:

- Staff members expressed that they were open to observing each other teach and giving and receiving formal feedback.
- The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff members.
- The school has developed processes (for example, systematic testing) for identifying student learning needs.
- The school provides opportunities for staff members to take on leadership roles outside the classroom.

Recommendations:

- Use data to identify gaps in student learning, as starting points for explicit teaching, to monitor individual student improvements, to set targets and to monitor the effectiveness of teaching practices and school programs.
- Focus on using criteria sheets and exemplars for all KLAs.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues and ensure there is a detailed documented professional learning plan.
- Explore ways to include and engage students and parents in target and goal setting for reading.
- Ensure a strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Give considerable attention to ensuring vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on reading and explicit instruction.
- Develop whole of school higher order thinking strategies which are embedded within reading and other KLAs.