

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BEDOURIE SS

DATE OF AUDIT: 14 AUGUST 2013



Background:

Bedourie SS is a one teacher school with 14 students located in the Central Queensland region. The school has a second teacher who teaches mathematics and science curriculum. The school is part of the Outback Advantage cluster of schools.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Systematic Curriculum Delivery and An Expert Teaching Team.
- The Principal and teacher have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances, is aligned with state wide improvement priorities and includes clear targets with accompanying timelines.
- Teachers take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs and to identify appropriate starting points for teaching.
- The Principal spends time working with staff members to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.
- Teachers collaboratively plan, deliver and review the effectiveness of lessons.
- High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.

Affirmations:

- Continue to provide opportunities for teachers to take on leadership roles outside the classroom.
- The school has explored effective ways to moderate student work samples using criteria sheets for most key learning areas (KLAs).
- The school has central records which include work samples with some criteria sheets.
- Staff members have commenced a feedback system to inform students of their progress.

Recommendations:

- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Ensure higher order thinking strategies are embedded for all KLAs.
- Further develop the school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Continue to build teachers understanding of high level data concepts (for example, value-added; growth; improvement; statistical significance).
- Train staff members to enter academic data into OneSchool and use key tools such as performance dashboard to monitor student growth.
- Explore ways to include students and parents in target and goal setting where learning gaps are effectively tracked for literacy and numeracy.
- Ensure 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 on to and extending learning in previous years.
- Further develop a school wide process for differentiation which could include differentiating how students learn, how learning is structured, what students need to learn and how students demonstrate what they know.