

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BURLEIGH HEADS SS

DATE OF AUDIT: 31 JULY-1 AUGUST 2013



Background:

Burleigh Heads SS is located on the Gold Coast. The school caters for approximately 560 students from Prep - Year 7. The Stephanie Alexander Kitchen Garden Program is contributing to strong community partnerships.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and parents using a variety of formats including the extensive use of social media.
- The use of differentiation planning documents throughout the school is encouraging teachers to analyse student performance and to differentiate the instructional program against the requirements of the curriculum.
- The coaching and mentoring framework being implemented by the school's Literacy Coach is supporting teachers to develop a strong reflective framework.
- Interactions across the school are positively focused on the learning and wellbeing of all students, with a teaching culture that is focused on improving the school's ability to best meet the needs of all students.

Affirmations:

- The centralised storage of planning and reference documents in OneNote has facilitated staff members' access and organised material around the new pedagogical framework.
- Parents and staff members reflected positively on the use of social media formats to keep the wider community informed and to highlight effective teaching practice.
- Internal moderation of common assessment tasks is assisting teachers to make informed judgements about the standard of student work. The process is also supporting conversations that are focused on improving classroom teaching.
- The school is using innovate technology to maximise student learning opportunities.

Recommendations:

- Continue to develop a whole school pedagogical framework. Continue to develop a range of school wide guides to common practice to ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student.
- Further refine the school's explicit improvement agenda so that targets for improvement are clear and accompanied by timelines.
- Provide professional development aimed at building staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Further develop the coaching and mentoring models established through the focus on literacy to ensure that a strong collegial and self-reflective culture is maintained within the school.
- Encourage all teaching staff to invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Ensure that objective data is being used to reflect on the effectiveness of teaching practices.
- Develop a school wide feedback framework that monitors and celebrates student improvements and enables students to be knowledgeable about their learning goals.