

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BOULIA SS

DATE OF AUDIT: 15 AUGUST 2013



Background:

Bouliá SS is a three teacher school with 32 students. The school is located three hours south of Mount Isa in the Far North Region. The school has two classes organised into Prep - 2 and Years 3 - 7. The majority of students reside in the township of Bouliá.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domain of An Explicit Improvement Agenda.
- The school has developed an agenda for improvement 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. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- The school community is to be commended on the establishment of a school culture based on mutually respectful and caring relationships.
- The school places a high priority on providing both academic and non-academic support for students and to address their learning needs.
- Staff morale is high.
- There is significant community support for the school's student wellbeing program through breakfast club, Ready for School program (a playgroup program) and variety bash donations.
- The Principal has set aside time for the discussion of data and the implications of data for school policies and classroom practices.

Affirmations:

- One or more members of staff have been assigned responsibility for implementing the annual assessment plan and analysing the full range of school data.
- The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff members.
- The Principal is exploring various programs to develop the school numeracy program.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- There is evidence that the Principal sees the development of staff members into an expert and coherent school wide teaching team using the dimensions of learning pedagogical framework as central to improving outcomes for all students.

Recommendations:

- Develop a 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 explore ways to maintain good central records of student achievement and progress.
- Develop a whole of school process for providing timely and explicit student feedback, to guide the actions students need to take to improve.
- Use regular data on the achievements, progress, strengths and weaknesses of individual students to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise learning activities. Explore ways to include and engage students and parents in target and goal setting.
- Ensure all planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways through a documented differentiation plan.
- 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 onto and extending learning in previous years.