

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BUNDABERG NORTH SS

DATE OF AUDIT: 7-8 NOVEMBER 2012

**Background:**

Bundaberg North is a Literacy and Numeracy National Partnership, Prep - Year 7 primary school with an enrolment of 430 students. The school is located next to the Bundaberg Botanic Gardens in Queensland. The school has enjoyed a proud history since officially opening in 1875, with the aviator Bert Hinkler being the most famous past student.

Commendations:

- The Principal has developed and is driving the school's explicit improvement agenda in implementing Curriculum into the Classroom (C2C), guided reading and School Wide Positive Behaviour Support (SWPBS).
- The school leadership team places a high importance on literacy and numeracy data and its influence in driving school change and improvement agendas. Time is allotted to discuss the use of data and build an understanding of the learning's inherent in the data.
- There has been progress since the last Teaching and Learning Audit particularly in the domain of Analysis and Discussion of Data, A Culture That Promotes Learning, Expert Teaching Teams and Systematic Curriculum Delivery.
- A strong collegial and supportive culture has been established amongst staff members. High levels of trust are apparent across the school between the school leadership team, staff members and parents.
- SWPBS provides a common framework and language that supports positive interactions between students and staff members at the school.
- The use of the Literacy Coach, Head of Curriculum and school leadership team to develop and improve teacher practice, particularly in reading, is a feature of the school.
- The school has a clearly documented whole school plan for curriculum delivery. Teachers are successfully implementing C2C units in all classrooms.

Affirmations

- The Level Literacy Intervention (LLI) research program is being implemented in the school.
- The school has developed processes for identifying student learning needs and applies available support staff, teacher aides and resources to meet these needs through structured support in classrooms.
- The Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.

Recommendations:

- Continue the provision of professional development aimed at building teachers' data literacy skills. Build on this understanding to identify gaps in student learning, modify their teaching practices, set individual learning goals for students and provide feedback to students and to monitor student improvement over time.
- Continue to enhance the collegial culture through teachers having an overt and shared commitment to the improvement of teaching and openness to critique by colleagues. This enhancement will be reflected in teachers regularly inviting leaders and colleagues to visit their classrooms to observe their teaching and provide coaching, mentoring and constructive feedback.
- Continue to provide opportunities for all parents to engage and support the school. Continue to build relationships with families that further enhance the opportunities to celebrate students' success.
- Enhance opportunities for teachers to have professional conversations around the 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. This should include a focus ensuring higher order thinking skills are embedded across all curriculum areas and year levels.
- Further develop the school's pedagogical frame work by clarifying and aligning pedagogical practices expected for teaching and learning across the whole school.

