

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BABINDA SS

DATE OF AUDIT: 6-7 NOVEMBER 2013



Background:

Babinda SS is located in Far North Queensland. The Prep – Year 12 school has an enrolment of 236 students, with the Principal, Mr Matthew Thompson, appointed in September 2011.

Commendations:

- Since the previous Teaching and Learning Audit, there has been improvement in the following domains: Analysis and Discussion of Data, An Expert Teaching Team, Systemic Curriculum Delivery and Effective Teaching Practices.
- The Principal and school leaders clearly articulate their belief that reliable and authentic student outcome data is crucial to the school's improvement agenda. Data is collected every five weeks.
- All staff members understand the importance of positive and caring relationships as a key ingredient to successful student learning and the creation and maintenance of a strong school wide learning culture.
- The design and implementation of the *Babinda Performance Pact* is a partnership for identified students, their parents and the school to provide out-of-hours tuition, tailored programs and individualised support. This three-way contract is improving the outcomes of the participating students, as well as giving the school increased credibility with parents and the community.
- Staff members and students articulate a strong confidence in the Principal and leadership team and their focus on school wide standards, expectations and positive, relational learning culture.
- The work of all year 8 teachers to differentiate learning and embed significant adjustments for students is providing a positive pedagogical platform for the Junior Secondary agenda.

Affirmations:

- Teachers are mastering the Explicit Teaching pedagogical model to ensure effective teaching and learning is occurring throughout Prep – Year 12.
- The Professional Development Framework is used as a basis for professional discussions with staff.
- The school Student Well-being Worker meets with all Indigenous students and their parents to write personalised learning plans to support attendance, school work, well-being and leadership.
- The Principal and Head of Department have developed procedures and protocols to engage in classroom walkthroughs and provide regular oral and written feedback to teachers on their pedagogical practice.
- The significant adjustments and differentiation that is taking place in some classes can be built upon to develop a bank of highly effective differentiation practices to be adopted by all Prep – Year 12 teachers.
- The Principal and other school leaders place a high priority on understanding and addressing the needs of all students. This is reflected in the implementation of systematic strategies for identifying student learning needs and the development of creative school wide solutions to address those needs.

Recommendations:

- Continue to refine and embed the Explicit Teaching model across the school, to ensure high levels of consistency across the school. Ensure highly effective teaching and learning practices are embedded in the practice of all teachers and provide regular, timely feedback on high yield teaching strategies. Highlight and share the strengths with the entire school team.
- Enable opportunities for teachers to visit other classrooms. Continue to create the climate where teachers welcome opportunities to have other colleagues observe and discuss their work.
- Define each school leaders' role as an instructional coach to be hands-on in driving evidence based teaching practices. Spend time working alongside all teachers, modelling effective practices.
- Strengthen timely written feedback to guide student actions and individual learning goals as key elements of the school's push for improved teaching and learning and embedded best practice.
- Continue to provide professional development aimed at building the data literacy skills of all staff members. Focus professional development sharply so teachers become experts in the analysis of student data and use this as the basis of tailoring daily instruction.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically, so there is continuity and progression of learning across all the years of schooling.