

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - BOLLON SS

DATE OF AUDIT: 9 AUGUST 2012



Background:

Bollon SS is a two teacher school, with 35 students, located in South-West Queensland. There was an increase in enrolments during 2011. The town has made a remarkable recovery after being flooded twice in three years.

Commendations:

- There has been significant progress since the previous Teaching and Learning Audit. This has been particularly evidenced in the areas of Analysis and Discussion of Data, An Expert Teaching Team and Systematic Curriculum Delivery.
- The school improvement agenda, focussed on reading and spelling, is based on data analysis over a number of years.
- The Principal and teachers are united and passionate about improving student learning outcomes.
- Teachers have set individual reading and mathematics targets with their students. These are shared with parents and reviewed each term.
- Time has been set aside for regular data discussions and the implications for classroom practices, differentiation and allocation of resources.
- High levels of trust are apparent across the school community. Parents, the Principal and teachers work together in a mutually supportive way. This is evidenced in the number of parents and community members who regularly volunteer their time to support students in their reading.
- Staff morale is high and there is a happy and optimistic feel to the school.
- There is a strong sense of pride and belonging in the school.
- Teachers are successfully implementing C2C in English, mathematics and science and continuing to deliver essential learnings in other key learning areas.

Affirmations:

- Learning spaces are well organised for whole group, small group work and individual work.
- There is a documented Professional Learning Plan and the Principal is implementing the Developing Performance Framework as the basis for professional discussions.
- The Principal explicitly encourages differentiated teaching in a multi-age setting.
- There is clarity about what students are expected to learn and be able to do. There is explicit teaching of skills and content and individualised attention as required.

Recommendations:

- Communicate and involve parents in the improvement agenda through newsletters, on the school website and in parent-teacher meetings to suit the local needs. For example, link this with school processes of individual student goal setting and term progress reports to parents. Consider means to provide suggestions for ways in which parents can support their children's learning.
- Ensure that the full range of school data is analysed and that data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of school. Continue to develop leaders' and teachers' data literacy skills.
- Establish a strong collegial culture with openness to critique, coaching, mentoring, teachers and leaders visiting each other's classrooms and providing feedback.
- Ensure programs meet the needs of all students including the higher achievers and gifted and talented students. Establish a school culture which is built around high expectations and a commitment to academic excellence. Embed higher order thinking in all key learning areas.
- Focus professional learning activities on building teachers' understanding of highly effective teaching strategies in the focus areas of reading, writing, mathematics and science.
- Ensure feedback to students is timely, guides student action and is differentiated in students' workbooks.