

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BRISBANE BAYSIDE SC

DATE OF AUDIT: 5-6 JUNE 2013



Background:

Brisbane Bayside SC (BBSC) was opened in 2010 and is located in the Brisbane suburb of Wynnum. The college has a current student enrolment of 989 students.

Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in all domains and significant improvement has been achieved in the domains A Culture that Promotes Learning and Systematic Curriculum Delivery.
- The extensive use of a range of data, including diagnostic assessment data, by teachers, to inform the starting points for teaching, is relevant and strong.
- The consistent use of targets by teachers in all subjects to improve student achievement across the school. Targets are set, and monitored, at a whole school, class and individual student level.
- The practice of classroom observations by Head of Departments (HODs) and members of administration to give written feedback to teachers about their pedagogy, to ensure a consistency of practice.
- The extensive tracking of students in the senior school and the regular monitoring and evaluating of student progress, to ensure positive outcomes for all students.
- The implementation of explicit instruction as a model for teaching is very evident. This includes the identification of learning goals at the beginning of each lesson.
- The development of a culture of high expectations for all members of the school community, including staff members and students, has had a positive impact on school culture. High expectations are particularly evident around senior outcomes, including VET and SATs.
- The leadership of the College is strong and aligned with Education Queensland direction.

Affirmations:

- The comprehensive NAPLAN preparation and the incorporation of strategies designed to enhance student performance, including the literacy extension group to further challenge the high performing students.
- The significant planning that has been undertaken in preparation for Junior Secondary.
- The provision of exemplars to students is strong and the importance of using the exemplars in the teaching and learning process is understood.
- The use of the placemat to outline BBSCs vision, values, explicit teaching agenda, priorities and targets for all staff members.
- The implementation of literacy strategies across the school to improve student literacy outcomes. The development of a school wide positive culture based upon the school values – Be a Learner, Be Responsible, Show Respect and Contribute to the Community.

Recommendations:

- Continue with the implementation of the Art and Science of Teaching (ASOT) as part of the BBSC pedagogical framework which articulates the school's shared beliefs about teaching and learning.
- Expand the system of observation and feedback currently in operation to include a system of collegial coaching to continue to develop pedagogical practice across the school.
- Ensure feedback given to students focuses upon strategies for improvement.
- Develop and implement a bookwork policy to establish a consistent approach across the college.
- Ensure that the requirements of the P-12 Curriculum, Assessment and Reporting Framework are met.
- Continue to use the Knowing the Learner placemat to provide data to inform the starting point for teaching and to ensure differentiation is individualised and personalised for all students, including the higher achieving students.
- Investigate strategies to increase student attendance in order to maximise student achievement.
- Review the BBSC Learning Gateways to ensure this structure is the best strategy for providing the learning experiences to meet the needs of all students.