

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – REDLAND BAY SS

DATE OF AUDIT: 5- 6 SEPTEMBER 2013



Background:

Redland Bay SS is located in the bayside suburb of Redland Bay with a current enrolment of approximately 890 students. The school has a particular interest in the Redland Bay environment with both parents and students playing an active role in maintaining and enhancing the school environment.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Explicit Improvement Agenda, and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on writing is driving changes in teaching practices that is delivering measurable improvements in students' writing performance.
- A full range of student outcome data is being regularly analysed by the leadership team and is being used to inform the strategic direction of the school.
- All classroom teachers are involved in three committees whose planning inputs are driving a school wide commitment to purposeful, successful learning.
- The Principal and other members of the leadership team have provided strong leadership in relation to the development of teaching strategies focussed on improved student outcomes.

Affirmations:

- A consistent approach to behaviour management has been established in classrooms and is contributing to a calm productive learning environment.
- Coaching opportunities in relation to the teaching of numeracy have been positively received by classroom teachers.
- Teachers expressed confidence in the current strategic direction of the school and the support being provided by the leadership team.
- The collection and analysis of short cycle and long cycle student performance data is informing the differentiation practices of all students.
- The adoption of Explicit Teaching as a pedagogical strategy in the school is assisting teachers to reflect on their pedagogical practices and develop teaching strategies that assist student learning.
- The Principal, administration team and teaching staff enjoy a culture within the school that embodies high levels of collegiality and professionalism.
- The school has provided opportunities for students to take on leadership roles in preparation for the transition to Junior Secondary.

Recommendations:

- Continue to refine the processes currently being used to teach reading. Align these processes to the teaching approaches currently being used to underpin the writing improvements.
- Use year level meetings to continue to refine the Pedagogical Framework to ensure that it can be used by teachers to reflect upon their pedagogical practices to ensure consistency of practice across the school.
- Ensure that the Explicit Improvement Agenda for the school is narrow and focussed and clearly understood by all members of the school community.
- Ensure that the Australian Curriculum remains a focus for discussion amongst, and collaboration between, teachers and that the prescribed curriculum is implemented with integrity.
- Continue to ensure that there are school wide high expectations of every student's learning and that these expectations are evidenced by aspirational individual targets established for all students.
- Embed differentiation strategies for the full range of students and place an emphasis on effective feedback to students in all aspects of their educational experiences.
- Provide further professional development to build the data literacy skills of all staff. Focus the learning so that teachers can use this analysis to become expert in broad range differentiation.