

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BUNDABERG SHS

DATE OF AUDIT: 12-13 AUGUST 2013



Background:

Established in 1912, Bundaberg SHS has a current enrolment of 1379 students. The school is a Low Socio-Economic Status National Partnership and a School Wide Positive Behaviour Support (SWPBS) school.

Commendations

- Since the previous Teaching and Learning Audit there has been an improvement in the domains Analysis and Discussion of Data, Targeted Use of School Resources, Systematic Curriculum Delivery and Effective Teaching Practices.
- The school has developed a coordinated, proactive team-based approach to student welfare which includes the individual case management of students. A variety of programs offered by external agencies are accessed by the school to enhance student outcomes for example, Community Awareness Program (CAP), TAFE programs, University subjects and school-based apprenticeships and traineeships.
- The STEM (Science, Technology, Engineering and Maths) extension program provides an enrichment program for high performing students in Years 8 and 9.
- Extensive links have been formed with partner primary schools in preparation for the introduction of Year 7s in 2015, including open days, enrichment programs for Year 5s and the production of a promotional video.
- The extensive focus upon increasing student attendance rates, including the appointment of an engagement officer, has seen an improvement in this area.
- The extensive, individual monitoring and tracking of academic progress of all students in Years 11 and 12 to ensure positive outcomes for exiting students.

Affirmations

- The pedagogical framework, the Art and Science of Teaching (ASOT) provides a well-researched, evidence based model for pedagogy and provides a strong platform from which to drive pedagogical practice.
- The development of a consistent approach to line management which includes a common agenda and minutes to enhance communication throughout the school.
- The implementation of pre-tests, including the literacy pre-tests in Years 8, 9 and 10, has been commenced in some subject areas.
- The adoption of a school wide common unit planning template provides a consistency of approach to curriculum planning.
- The implementation of a range of strategies to enhance the literacy and numeracy outcomes for students, for example, the use of mentors, literacy snapshots and numeracy boosters.
- The extensive engagement of Head of Departments (HODs) and teachers in the implementation of the Australian Curriculum in English, mathematics, science and history.
- Year 8 students are supported in their transition to secondary school through the pod structure.
- The participation of teachers in the teacher reflection process facilitates the development of a school wide self-reflective culture.
- The school has begun to implement internal moderation procedures in Junior Secondary subjects.

Recommendations:

- Continue to use data to inform the starting point for teaching and to ensure differentiation is individualised and personalised for all students and documented in planning.
- Expand the current system of walkthroughs to develop pedagogical practice across the school through the implementation of a system of collegial coaching and mentoring and formal observation to provide written feedback to teachers about their pedagogy.
- Narrow and sharpen the school's strategic agenda to ensure a focus upon the core priorities.
- Implement diagnostic testing to identify individual student strengths and weaknesses.
- Review the implementation of literacy and numeracy strategies to ensure they are responsive to student needs and are consistently implemented across the school.
- Continue with the moderation processes to ensure standards are consistently applied.