

# TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY – BOWEN SS

DATE OF AUDIT: 28–29 JULY 2014



## Background:

Bowen SS is located in the town of Bowen in within the North Queensland education region. The Prep to Year 7 school has a current enrolment of approximately 460 students. The current Principal, Jill Brabon, was appointed to the position in 2008.

## Commendations:

- Since the previous Teaching and Learning Audit, conducted in 2010, there have improvements made in the domains: A Culture That Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practice.
- The work that has been undertaken in the design of the pedagogical framework is very significant and further development is planned.
- The school has identified improvement in reading as a key agenda in 2014. Significant attention has been paid to ensuring teachers are skilled in effective reading teaching practices.
- There has been a strong agenda on driving improved pedagogy across the school, with a particular focus on embedding the Explicit Instruction Model in all year levels.
- Significant professional development opportunities have been made available for all teaching staff. A number of teaching staff have engaged in study tours to ensure a deep understanding of the Explicit Instruction Model and to ensure that the school has some teachers who have become experts in this field.
- A strong culture of professional sharing is emerging whereby teachers voluntarily make arrangements to visit each other's classrooms, learn from each other and make informal mentoring relationships
- The Principal, Deputy Principal and Head of Curriculum undertake lesson observations through classroom walkthroughs and provide written feedback to teachers in relation to their pedagogy.

## Affirmations:

- Some fruitful work has been undertaken to ensure a shared understanding of pedagogy exists between teachers at the school and Bowen SHS, in preparation for Junior Secondary.
- A thorough curriculum plan has been developed since the last Teaching and Learning Audit, which provides a good reference point for curriculum delivery.
- The tone of the school is good and classrooms are generally orderly, structured and productive learning spaces.
- A clear school plan for the collection of academic data is in place and is routinely collected and stored.
- The use of a wide range of class data by teachers is providing a focus for teachers to plan for appropriate student groupings and some differentiation for students.
- The school is implementing The Department's Developing Performance Framework (DPF) as a basis for professional dialogue with teaching staff.

## Recommendations:

- Review the explicit improvement agenda and consider opportunities to encompass a stronger focus on numeracy and perhaps science. Broaden targets to encompass A-E reporting data in these areas and attendance data.
- Build capacity among a broad range of school leaders so that agenda around Explicit Instruction can continue and become deeply embedded in every classroom. Ensure teaching staff continue to receive the appropriate support and professional learning required.
- Formalise mentoring and coaching models in school, building on the healthy culture established, to ensure teachers' professional learning needs are strongly aligned with the explicit improvement agenda and AITSL's Professional Standards for Teachers
- Ensure depth of understanding of targets is apparent among teaching staff and continue to monitor target setting for each class.
- Build skills among teaching staff in analysing and discussing data, such that rich conversations can take place about outcomes of data cycles to inform future pedagogy for all students.
- Continue to monitor and refine differentiation strategies in classrooms to ensure all students' learning needs are being met.
- Engage staff members in discussion around establishing cohort specific programs that meet the learning and social needs of cohorts of students, for example Indigenous and Gifted students.