

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - BINJOUR PLATEAU SS

DATE OF AUDIT: 22 AUGUST 2012



Background:

Binjour Plateau SS is a co-educational primary school from Prep - Year 7 with 16 students in a multi-age classroom setting taught by a teaching principal supported by two teacher aides. It is part of the North Burnett cluster of schools in Central Queensland region.

Commendations:

- The Principal has developed an agenda for improvement in reading, writing and spelling based on trend analysis of school data. This is clearly supported by all staff members and parents.
- There has been progress since the previous Teaching and Learning Audit particularly in student target setting. Students have individual reading, spelling and maths targets which are reviewed regularly. Parents are informed of these targets and are given suggestions for ways in which to support their children's learning.
- The whole school community is to be commended on the establishment of a school culture based on mutually respectful and caring relationships. High levels of trust are obvious across the school community. There are high expectations that all students will learn and achieve positive outcomes.
- The school places a high priority on providing both academic and non-academic support for students and to address their learning needs.
- Staff morale is high.
- ICTs, such as the interactive whiteboard, iPads, iPods and laptops are used effectively to engage and to maximise student learning. Learning spaces are organised for whole group, small group and individual work.
- The Principal and staff members are clearly committed to continuous improvement in teaching practices. Staff members have participated in professional learning activities, such as the Seven Steps to Successful Writing, Words Their Way and 5 Aspects of Reading, which are aligned with the improvement agenda.
- The Principal supports professional learning by modelling lessons, for example, in reading and spelling, for other staff members and providing informal feedback.
- There is explicit teaching of skills and content and individualised attention as required.

Affirmations:

- There is a documented school plan and timetable for the annual collection of student outcome data.
- Students' reading data is displayed on a data wall and is used to monitor progress, engage students in the improvement process and celebrate success.
- The Principal has been working with colleagues as data coaches to build his data collation and analysis skills.
- Staff members are deployed in ways that best address the needs of all students in the school and that make the best use of available staff expertise and interests.
- There is a documented Professional Learning Plan.
- The school community has worked hard to create a very attractive physical environment with a flourishing vegetable garden.

Recommendations:

- Include student writing assessment data in the school assessment plan. Collate pre and post-test writing data linked to A-E achievements and criteria sheets across key learning areas. Use this to analyse student gaps in learning, monitor individual progress, the successfulness of teaching and the effectiveness of school programs.
- Ensure a range of literacy, numeracy and science data is used throughout the school to identify gaps in student learning, to monitor student improvement over time and to monitor growth across years.
- Continue to explore ways to maintain good central records of student achievement and progress.
- Establish a self-reflective culture in which staff members take responsibility for the changes required in their practice to achieve school targets. Support staff members to develop openness to critique which is reflected in regular observation of classroom practice and feedback.
- Develop a whole of school process for providing timely and explicit student feedback, to guide the actions students need to take to improve.