

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BUNKER'S HILL SS

DATE OF AUDIT: 18 JUNE 2013



Background:

Bunker's Hill SS is located 20 kilometres west of Toowoomba surrounded by farmland. The school has 205 students with six straight grade levels Prep - 5 and one composite class of Year 6 - 7. The majority of students live in Westbrook and a small number travel from Toowoomba. The school opened in 1899.

Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and A Culture That Promotes Learning.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda focusing on reading, numeracy and explicit teaching.
- The school has successfully implemented Curriculum into the Classroom (C2C) units in English, mathematics and history.
- The Principal and other school leaders have also analysed school performance data over a number of years and are aware of trends in student achievement levels in reading and spelling.
- The school tells stories of significant student improvement in reading.
- Time is set aside for the discussion of data and the implications of data for school policies and classroom practices through data meetings.
- The school ethos is built around high expectations and a commitment to academic excellence.
- The school has aligned reading comprehension strategies from First Steps in Reading (FSIR) with C2C English units and initiated focused reading strategies for reading groups.
- There is a well-documented school plan and timetable for the annual collection of student outcome data with clear targets in reading.

Affirmations:

- There is a focus on using criteria sheets and exemplars.
- Students are rewarded for progress with home reading through the 200 night's reading award.
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback.
- School data is presented at staff meetings.
- There is a documented Professional Learning Plan and the Principal is implementing the Developing Performance Framework as the basis for professional discussions.

Recommendations:

- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Further refine the whole school curriculum plan to ensure all the essential learnings in other key learning areas (KLAs) are covered and include the guide to making judgements for each year level.
- Develop teachers' data literacy skills to monitor the effectiveness of their teaching and to review classroom and school practices.
- Support all staff members to use data to identify gaps in student learning, to monitor improvement over time and to monitor growth across years of school.
- Develop staff teaching skills to ensure that differentiation is a priority of the school and a feature of every teacher's practice.
- Develop a school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Develop whole of school higher order thinking strategies which are embedded within all KLAs.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building onto and extending learning in previous years.