**TEACHING AND LEARNING AUDIT**

**EXECUTIVE SUMMARY – BUNDABERG SPECIAL**

**DATE OF AUDIT: 14-15 AUGUST 2013**

**Background:**
Bundaberg Special School is located in central Bundaberg and has a student population of 119 students P - 12. The school draws from a wide geographical area including Gin Gin, Childers and Agnes Waters with 10 per cent students in care and 17 per cent Indigenous. It is a School Wide Positive Behaviour Support (SWPBS) school.

**Commendations:**
- There has been progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of Resources, Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading, differentiation and use of data to inform teaching has been communicated to staff members and parents and is articulated in the Annual Implementation Plan. Reading data shows that students are making progress towards school targets.
- The school has established a database to collect student data to analyse and monitor whole school, class and individual student progress. This system will enable staff members to use data more effectively to identify gaps in student learning and to monitor growth across the years of schooling.
- The implementation of the three cycles of learners, ‘I Learn, I Engage and I Interact’ has assisted teachers in differentiating classroom learning to maintain positive learning engagement and improve individual student learning outcomes.
- The distributed leadership model includes four sector leaders and three teacher aide leaders who are provided with ongoing leadership coaching by the Principal, Deputy Principal and Head of Curriculum.
- Strategic pairing of new teachers with experienced teachers encourages personal and collective responsibility to improve student learning, to work as a team and to learn from each other’s practices.
- Teacher aide leaders induct volunteers and relief staff to ensure ongoing mentoring and support while maintaining quality teaching and learning processes. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students.

**Affirmations:**
- The school has found ways to build a professional team of highly able teachers and teacher aides and most take an active leadership role beyond the classroom.
- The Principal and school leaders have commenced a differentiation competency spotting observation and written feedback cycle with teachers. Staff members are embracing this process.
- The Curriculum, Assessment and Pedagogy (CAP) calendar provides all staff members with a one page reference point for key timelines and professional learning opportunities.
- Aligned with the Australian Curriculum, the school has implemented a coherent sequenced plan for curriculum delivery to provide a clear reference for monitoring learning across sectors and whole school. This plan has been developed and refined collaboratively to provide a shared vision for curriculum delivery and learning expectations.

**Recommendations:**
- Continue to develop the whole school pedagogical framework, the Art and Science of Teaching (ASoT). Ensure explicit teaching of skills and content, individualised attention and timely feedback to guide student actions are key elements of the school’s push for improved teaching and learning.
- Continue to provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Continue to build on the collegial and self-reflective culture in which teachers invite school leaders and colleagues to observe their teaching, discuss their work with them and provide written and verbal feedback. The formalisation of the pedagogical framework will provide all staff members with a clear focus for formal observation and feedback protocols.
- Continue to build vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling and successful post-school pathways.