Teaching and Learning Audit

Executive Summary – Boynewood SS

Date of Audit: 29 April 2014

Background:
Boynewood SS was opened in 1915 and is located in the Central Queensland education region. The school has a current enrolment of approximately 23 students. Current Principal, Mrs Vicki Rogers, was appointed to the position in 2009.

Commendations:
- There has been progress in all eight domains since the previous Teaching and Learning Audit, most significantly in the domains of: An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources, An Expert Teaching Team and Systematic Curriculum Delivery.
- The schools Explicit Improvement Agenda, Reading, Writing, Numeracy (problem solving), are known by staff members, parents and students. The Principal has clear strategies in place to ensure that this agenda remains a priority.
- The tone of the school reflects the establishment of a positive learning environment for all students. This is reflected in significant long term academic improvement data in National Minimum Standards (NMS).
- The Principal provides opportunities for teachers to moderate their work at both school and cluster level. Teachers talk positively about the opportunities to work with colleagues outside their immediate school environment.
- Parents receive a 5 weekly data cycle document. This document details student achievement in spelling, number, comprehension, editing, reading, homework and also includes numeracy goals and the support measures in place.
- Parents support the schools weekly homework program and comment on the listing of student goals as part of this process. This homework process includes changes resulting from a parent questionnaire.

Affirmations:
- The Explicit Teaching Model, I do, We do, You do is being implemented as a structure to enhance all lessons. Staff members receive training in this model and class observations show teachers working through the different phases of this mode of delivery.
- We Are Learning To… (WALT) and What I’m Looking For… (WILF) are used to clarify learning intentions, success criteria and aims of lessons.
- Triangulation of data is assured through a Guides to Making Judgement document that enables staff members to monitor Curriculum into the Classroom (C2C) assessment, monitoring tasks, standardised assessments and NAPLAN achievement. This assures accuracy when reporting A - E achievement.
- Parents and Parents and Citizens’ Association (P&C) representatives, discuss in detail the high level of communication and the structured routines that the school provides. The school has implemented a Bookwork policy. The implementation of this policy is evident in the structure and standard of student bookwork.
- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school’s Professional Learning Plan.

Recommendations:
- Configure reports so they show progress over time and include suggestions for ways in which parents can support their children’s learning. Ensure there is parent input on what information should be provided on a school report.
- Harness the power of high quality feedback to students by identifying and employing clear methodology, including annotations in workbooks. Ensure there is a clear connection between the intended curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Clearly define the expectations regarding the embedding of higher order thinking in all subject areas. Support teachers to meet these expectations through systematic professional development.
- Implement a coaching and mentoring framework that outlines what and when teachers and teacher aides will be coached.
- Continue to embed and build on the detailed curriculum documentation that ensures the required curriculum set out in the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework (QCARF) framework is implemented. This documentation provides clarity around what, when and how the curriculum is taught.
- Engage the feeder secondary school and develop a plan to ensure students readiness for Junior Secondary.