

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - BANANA SS

DATE OF AUDIT: 23 OCTOBER 2014



Background:

Banana SS was established in 1871 and is situated approximately 45 kilometres from Biloela, within the Central Queensland education region. The P – 7 school has a current enrolment of 42 students. The current Principal, Elaine Pelling, was appointed to the school in 2009.

Commendations:

- Since the previous Teaching and Learning Audit in 2010 there has been a considerable improvement in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery, and Effective Teaching Practice, and an improvement in Differentiated Classroom Learning.
- The school aspires to provide students with a learning environment where the focus is on each and every student, maximising their potential to achieve the best possible outcomes.
- Significant progress has been made in establishing a data culture throughout the school. Regular conversations about student data now occur between teaching staff. A data wall has been created and teachers have developed student and class profiles.
- Teaching staff are placing high priority on identifying and addressing the learning needs of individual students. There are some excellent differentiation practices evident across the school with a strong focus on differentiated classroom learning.
- The school provides comprehensive feedback on students' progress to students and their parents.
- The school has created a whole school curriculum plan and implemented pre and post testing on a regular five week assessment cycle.

Affirmations:

- Resources, including the purchase of additional teaching and teacher aide time, have been used to support the school achieve the explicit improvement agenda.
- The school focus on reading is clearly evident, with the importance of reading known by parents, students and staff members.
- All students have clearly set targets for each term. The targets are displayed in classrooms and are known by students and their parents.
- The Developing Performance Framework (DPF) is being implemented throughout the school.
- The school has implemented a Coaching and Mentoring process that includes the use of a pedagogical coach and regular classroom observations and feedback of each other's classes.
- The explicit improvement agenda is known by all staff and has a clear focus on reading and pedagogy.
- There is a comprehensive Junior Secondary transition program in place with the local high school, including reciprocal visits timetabled for staff members from the high school and Years 6 and 7 students.

Recommendations:

- Continue to refine data collection and recording processes and the up-skilling of staff members in analysing and interpreting the data collected.
- Provide opportunities for staff members to participate in moderation sessions to ensure consistency and maintenance of standards.
- Continue the implementation of the pedagogical framework and the development of consistent expectations around a range of practices that give clarity about what students are expected to learn and be able to do.
- Implement a comprehensive induction program for all new staff members
- Continue to promote the importance of regular attendance and that *every day counts* for all students.
- Establish a regular cycle of review to ensure school policies remain responsive to student needs.