TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – BUNDABERG SOUTH SS
DATE OF AUDIT: 22 AUGUST 2013

Background:
Bundaberg South SS is located close to the central business district of Bundaberg. The school currently caters for approximately 180 students from Prep - Year 7. A Low Socio Economic National Partnership agreement has been in place at the school since 2009.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Systematic Curriculum Delivery and Targeted Use of School Resources.
- The explicit improvement agenda, with a focus on reading is being supported with a school wide approach to teaching reading comprehension. The internal tracking of student reading progress is showing strong improvement.
- A consistent approach to behaviour expectations through School Wide Positive Behaviour Support (SWPBS) has created a classroom environment where interruptions to learning are minimal and students are focused on successful learning.
- All teaching staff spoke about high expectations for student learning and the morale of teaching staff is consistently high.
- A strong school team has been established and all teaching staff spoke positively about the professional support that they receive from their colleagues.
- The use of a communication book for each identified student is assisting teachers and support staff to consistently track student performance against their agreed learning goals.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback within an agreed framework.
- Each class is receiving additional support through the funding of teacher aide time that is targeting school priorities identified through strategic planning.

Recommendations:
- Develop targets and timelines that target specific aspects of the schools explicit improvement agenda. Ensure that staff members are tracking individual student performance against these targets and timelines.
- Expand the current systems that are in place for identified students to monitor the progress against the stated learning goals of students who have multiple learning difficulties.
- Use internal data sets to regularly monitor the effectiveness of school wide approaches that address identified priorities.
- Develop strategies that target parent engagement and develop reporting systems that provide parents with guidance on actions they might take to support their children’s learning.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Develop school wide expectations related to how timely feedback can be provided to students in relation to stated learning expectations.