

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – BWGCOLMAN CS

### DATE OF AUDIT: 29-30 APRIL 2013



#### Background:

Bwgcolman CS is a Pre-Prep - Year 12 school situated on Palm Island, an Aboriginal Community 65 kilometres north east of Townsville. The school community consists of 42 different Indigenous tribes. The school vision 'Two Way Strong' is integral to the school and student identity.

#### Commendations:

- Since the previous Teaching and Learning Audit, considerable work has been undertaken to improve in the domain A Culture that Promotes Learning, particularly in the areas of responsible behaviour, student attendance and the importance of reading.
- The Year 3 - 9 Step Up and the Year 9-10 Deadly Dukes programs are to be commended for successfully re-engaging students in positive educational pathways.
- The streaming of multi-age and gender classes across the campus is enabling teachers to narrow and sharpen their specific curriculum delivery for individual students at their levels of readiness and need.
- The Junior Secondary program has been a priority issue in the improvement agenda of this school for a considerable time and significant developments have been undertaken.
- The school leadership team are integral members of the Communities Attendance Promotion; Early Years' Education Learning, Hearing and Health; Solid Future with local council other schools. The school has built partnerships with Palm Island Community Company (PICK); the Joyce Palmer hospital and Queensland Police. These community partnerships provide feedback and advice to strengthen the school partnerships and community connections.
- All staff members understand the importance of positive and caring relationships to successful learning and the school wide culture. The staff members and community are to be commended for the work undertaken in the School Wide Positive Behaviour Support (SWPBS) implementation.

#### Affirmations:

- Class planning shows how the different needs of students are addressed through reading programs. Whole school planning demonstrates vertical alignment of reading across the years of school. The school reading program is to be commended.
- Teachers, support staff and teacher aides support students in differentiated reading groups.
- Teachers have commenced implementing the explicit instruction model as a pedagogical framework.
- Staff members express a strong confidence in the leadership team and their focus on whole school standards and expectations. This deliberate focus is bringing about a positive cultural change.
- All teachers engage in classroom profiling at least once a semester. The Principal and school leaders regularly undertake classroom walk through observations. Both include written feedback to teachers.

#### Recommendations:

- Continue to refine the whole school pedagogical framework through a planned and structured approach to coaching which provides feedback to teachers on high yield teaching strategies and highlights the strengths in the school wide team.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school. Ensure that the teaching and learning is building on to and extending that of previous years.
- Continue to implement the Australian Curriculum by monitoring student engagement and outcomes; and adopting or adapting Curriculum into the Classroom (C2C) resources guided by professional judgment.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student's capacity to improve. Continue to strengthen and enhance the extension programs across the whole school, ensuring all students are challenged.
- Continue to build 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 school.
- Embed timely feedback to guide student actions as a key element of the school's push for improved teaching and learning.