

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BRACKEN RIDGE SS

DATE OF AUDIT: 23–24 JUNE 2014



Background:

Bracken Ridge SS is located in the northern suburbs of Brisbane in the Metropolitan education region. The Prep – Year 7 school has a current enrolment of approximately 427 students. The Principal, Mr Maifala Lupo, has been at the school since 2008.

Commendations:

- Since the previous Teaching and Learning Audit in 2010 the school has made progress and improvement in the following domains: An Explicit Improvement Agenda, A Culture that Promotes Learning, Targeted Use of School Resources, Systematic Curriculum Delivery and Effective Teaching Practice.
- The Leadership Team and staff members have actively narrowed the focus for improvement in the school. Reading, Problem Solving and Consistent Pedagogy have been the key drivers of improvement.
- Staff members' have engaged in professional development, coaching sessions, collaborative planning and whole school intervention strategies using the *Guided Reading* strategy to raise student reading outcomes. A range of assessment tools are used to diagnose and assess reading skill development. The *Fountas and Pinnell Reading System* are used to chart development across the school. Data walls and a comprehensive data monitoring system are used to monitor class and school progress toward defined targets.
- The school's pedagogy framework has been adopted using the *Dimensions of Teaching and Learning* with a focus on Explicit Instruction strategies as a school wide teaching strategy. The Leadership Team believes that consistent classroom pedagogy is essential in improving student achievement. Explicit Instruction strategies are visible in every classroom and are used by all teachers to plan day to day teaching. This work has improved the consistency of teaching experienced by students at this school.
- Teaching staff monitor student learning, ensuring each child is challenged appropriately and their learning structured with the next learning level.

Affirmations:

- The Leadership Team maintains a comprehensive overview of student learning. *Data Snapshots* are used to monitor and review both the teaching learning process and student progress.
- Teaching staff welcome colleagues into their classroom and engage confidently in discourse about their instructional and student management practices.
- The Leadership Team have developed professional sharing processes to enrich and evaluate the effectiveness of improvement strategies.
- Teachers knowledge of individual student learning progress, coupled with detailed standardised and programmed assessment is used to individualise expectations in classrooms.
- A school wide vocabulary development program, the *Strive Program*, has been implemented to improve student's ability to access language in a variety of contexts.
- Feedback collected on the success of observed lessons includes student perspectives of lesson intent.
- Years 6 and 7 students have been introduced to local state high schools and are well prepared for the transition to Junior Secondary.
- The school has implemented the Developing Performance Framework (DPF) plan for all staff members.

Recommendations:

- Consider reviewing student reporting process to ensure feedback to students and their parents uses a consistent structure and includes how or what the student needs to do to improve.
- Continue to explore ways to engage community as partners in the school improvement agenda.
- Continue to develop the pedagogy framework to build consistency of teaching practice for students.
- Explore ways teachers to develop consistency in the provision of feedback to students.