Bundaberg Central State School

Audit findings and response

2011

Audit conducted by Peter Colville

12/05/2011
Audit findings and response for Bundaberg Central State School

Below is the completed audit report, including both the auditor's findings and your response where relevant.

An explicit improvement agenda
The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear school-wide targets for improvement have been set and communicated, with accompanying timelines.

Rating: High

Commendations:
• The Principal and staff members are united in their commitment to improve the quality of teaching and learning throughout the school. • The Principal has developed and is driving an explicit and detailed school improvement agenda that includes clear targets and timelines. • The school improvement agenda has been effective in focusing the whole school’s attention on the core learning priorities.

Affirmations:
• The Principal and staff members have analysed school performance data over a number of years. • There is a commitment to the success of every student.

Recommendations:
• Teachers are to continue to use data on a regular basis to monitor the effectiveness of their own efforts to meet school targets. • Ensure that all teachers take responsibility for the changes in practice required to achieve school targets. • Enhance the achievement of improved student performance through the negotiation of individual learning goals with each student. These goals can then be shared with parents.

Principal’s response and proposed set of actions:
* Teachers to negotiate individual learning goals with each students and convey this to parents. * Continue to use data on a regular basis to monitor effectiveness of school and class targets.
Analysis and discussion of data
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with like-schools; and, in the case of data from tests such as NAPLAN, measures of student growth across the years of school.

Rating: High

Commendations:
• The Principal clearly articulates his belief that reliable data on student outcomes is crucial to the school’s improvement agenda. • The school has established and is implementing a systematic plan for the collection and use of student achievement data. • Data is used throughout the school to identify gaps in student learning and to monitor improvement over time. • Funds have been directed to a small class initiative to employ an additional teacher to reduce class sizes and to focus on explicit literacy and numeracy teaching. In Term 1 Years 4-7 were targeted while in Term 3 the focus will move to Years 1-3.

Affirmations:
• Time is set aside for the discussion of data. • Data has been used to identify priorities, take action and monitor progress.

Recommendations:
• Focus professional development on building teachers’ and leaders’ data literacy skills. • Teachers are to be given test data electronically and provided with, and use, software to analyse data on individual and class achievements. Consider OneSchool for this purpose.

Principal's response and proposed set of actions:
* Staff to continue to undertake professional development on use and analysis of data. * Utilise One School for collation of student academic data.
A culture that promotes learning
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Rating: **High**

**Commendations:**
- There is an expectation that every student will learn and achieve positive outcomes.
- Interactions are focused on the learning and wellbeing of students.
- Staff morale is high with a positive, optimistic feel to the school. There is a strong sense of belonging and pride in the school.

**Affirmations:**
- Classrooms are calm but busy and interruptions to teaching time are kept to a minimum.
- Staff members, students and parents interact in caring and respectful ways.
- A number of parents volunteer for class reading programs.

**Recommendations:**
- Continue to build on the team culture to enhance the trusting professional relationships between staff members. This will enable staff members to continue to develop openness for critique by colleagues.
- Continue to promote a school ethos that is built around an expectation that every student will learn and achieve positive outcomes.

**Principal's response and proposed set of actions:**
* Continue to promote school ethos that every student will learn and achieve positive outcomes through staff meetings and conversations with individual staff.
* Continue to build culture of trust to enhance openness for critique by colleagues by ensuring routine opportunities for staff to provide feedback to other staff.
Targeted use of school resources
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Rating: High

Commendations:
• The Principal and staff members have given a high priority to understanding and addressing the learning needs of all students in the school. • An effective school-wide process to identify specific student learning gaps is embedded. • There is a range of skills, strengths and knowledge in the staff team, which is being fully utilised to benefit the school. • Funds have been directed to a small class initiative to employ an additional teacher to reduce class sizes and to focus on explicit literacy and numeracy teaching. In Term 1, Years 4-7 were targeted while in Term 3 the focus will move to Years 1-3.

Affirmations:
• Programs meet the individual learning needs of students. • The special needs referral process ensures the timely matching of resources to changing student needs. • Learning areas are well organised, attractive and stimulating with resources on hand to support student learning.

Recommendations:
• Enhance the centralised system for the collection, storage and analysis of individual student data by further utilising OneSchool. • Continue to encourage and support the embedding of Information and Communication Technologies (ICT) with a particular focus on the lower school. • Review the school’s response to catering for gifted and talented students. • Teachers are to be given test data electronically and provided with, and use, software to analyse data on individual and class achievements.

Principal's response and proposed set of actions:
* Further utilise one school as a tool for the collection of academic data. * Improve ICT access for staff to further embed the use of ICTs in the classroom. * Review the school's response for catering for gifted and talented students. * Provide teachers with test data electronically for analysis.
An expert teaching team
The school has found ways to build a professional team of highly able teachers including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Rating: High

Commendations:
• The Principal places a high priority on the professional learning of all staff members. • Teachers and the Principal work as a team and take personal and collective responsibility for improving student learning. • Teachers collaboratively plan, deliver and review effectiveness of lessons. • The Principal has developed a highly effective self-paced electronic teacher induction program.

Affirmations:
• There is a documented Professional Learning Plan and the school has arrangements in place for mentoring and coaching. • The school provides opportunities for teachers to take on leadership roles outside the classroom. • Teachers visit each other’s classrooms and welcome opportunities to have the Principal observe and discuss their work. • The Developing Performance Framework is being actioned by all teaching staff members.

Recommendations:
• Engage in further professional development to enhance the existing levels of pedagogical knowledge and skill. • Further implement the coaching model to share pedagogical knowledge and skills and reflect on practices. • Provide further opportunities for teachers to collaboratively review the effectiveness of lessons. • Further develop the school’s Professional Learning Plan to show clear links to systemic and school priorities.

Principal’s response and proposed set of actions:
* Provide further opportunities for teachers to collaboratively review the effectiveness of lessons through mentoring and peer critiquing. * Further develop the school’s Professional Learning Plan by review. * Provide PD for staff that focusses on pedagogical knowledge and skill.
**Systematic curriculum delivery**

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and caregivers.

**Rating: High**

**Commendations:**
- The school has a clearly documented whole of school plan for curriculum delivery. • 'Vertical alignment' is evident and is accommodated in study of society and the environment (SOSE) and science through a two-year planning cycle. • Innovative technology units have been developed and are being implemented across the school.

**Affirmations:**
- Priority has been given to maths, English and science. • The Principal ensures that the enacted curriculum remains a focus for discussion among, and collaboration between teachers. • The school has a documented plan for curriculum delivery that includes year level and term plans. • The teaching teams plan co-operatively and adopt these plans to their own teaching programs.

**Recommendations:**
- Ensure that the alignment between the curriculum delivery plan, term and unit plans, teaching and regular assessment of student progress in relation to curriculum expectations remains a sharp focus. • Continue the internal and cluster moderation of student assessment.

**Principal's response and proposed set of actions:**
* Continue internal and cluster moderation of student assessment. * Continue to to provide feedback to staff on how to achieve greater curriculum alignment.
Differentiated classroom learning
In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Rating: High

Commendations:
• Differentiation is a feature of teaching and all students are engaged with their learning. • The school caters for the learning needs of a highly transient student population. • Differentiation is a priority in the school with intervention plans for groups of students in literacy and numeracy. Homework is also differentiated. • Fortnightly feedback is given to parents, including assessment data and support resources.

Affirmations:
• Differentiation Record Sheets are used systematically to record the curriculum and teaching adjustments for all students detailing additional support or extension. • Assessment instruments are used systematically to establish where student are up to in their learning and to identify skill gaps. • Teachers use individual student data to form ability groups within and across year levels.

Recommendations:
• Engage in further professional development to enhance teacher skills in tailoring their teaching to student needs and readiness. • Co-operatively develop with students their personalised learning goals from their identified individual learning needs. This will also provide valuable feedback to parents. • Enhance written feedback in student workbooks. This is also an important source of feedback for parents. • Develop Individual Learning Plans for students who require significant adjustments to their learning programs.

Principal's response and proposed set of actions:
* Provide professional development on differentiation. * Monitor written feedback in student workbooks. * Develop Individual Learning Plans for students who require significant adjustments to their learning programs.
Effective teaching practices
The school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning.

Rating: High

Commendations:
• The Principal accepts personal responsibility for driving improvements in teaching throughout the school.
• The Principal works with teachers to improve their teaching practice including modelling, evaluating and giving feedback.

Affirmations:
• The Principal recognises that highly effective teaching practices are the key to improving student learning throughout the school and there is evidence of the Principal discussing effective teaching methods with the staff members.
• Teachers’ efforts in creating classroom learning environments in which all students are engaged, feel safe and are supported to learn are a feature of this school.

Recommendations:
• Continue to refine and embed formal processes for the Principal to provide teachers with on-going detailed feedback on their classroom practices and teaching strategies.
• Ensure that all teachers are providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
• The Principal needs to further articulate and embed the kinds of teaching he wishes to see occurring across the school.

Principal's response and proposed set of actions:
• Continue to refine processes to provide teachers with on-going detailed feedback on their classroom practices and teaching strategies.
• As principal, articulate and embed the kinds of teaching desired across the school.
• Ensure timely and regular feedback is provided to students to enhance learning.