

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – BRASSALL SS

DATE OF AUDIT: 13 AND 16 JULY 2012



### Background:

Brassall SS is a Band 10 school with an enrolment of 740 students. The school staff demonstrates a commitment to the leadership of the school and a belief that the core role of the school is to educate its learners. The school experienced significant disruption throughout 2011 due to the floods. The resultant damage to the ICT infrastructure continues to provide issues for staff. The staff and the school community demonstrated a significant commitment by working together during this critical time.

### Commendations:

- There is the existence of an obvious respectful relationship between the school administration and the staff.
- A school assessment framework has been developed and there is evidence of significant improvement in the collection of student data to track and monitor progress. Through this process, teachers demonstrate knowledge of students and their learning needs.
- There is an optimistic tone within the school and its community.
- SWPBS is being implemented across the school to address the identified behaviour issues.

### Affirmations:

- The Principal has initiated individual teacher meetings to discuss the effectiveness of the teaching and learning program. The formal feedback provided assisted teachers in refining their pedagogies.
- There has been a focus on building the capacity of individuals, with the introduction of a coaching program, in the areas of Literacy and Numeracy.
- Critical work in the implementation of school-wide pedagogical practice in the area of reading has begun and there is evidence of implementation of more consistent pedagogy across the school.
- Year level teams generally work together in planning and sharing resources.
- There has been professional growth in teachers assuming a leadership position within Year level teaching teams.

### Recommendations:

- Develop a collaborative strategic plan that includes the school's major foci. The plan should be narrow and sharp, contain specific targets and timelines and should align with the budget.
- Develop a whole school pedagogical framework to ensure consistency of teaching for students.
- Build highly effective teaching practices throughout the school through programs such as coaching, mentoring, Developing Performance Framework and instructional leadership.
- Develop a school curriculum framework that ensures the vertical alignment of curriculum across all KLAs.
- Continue building the skills of teaching staff in the analysis and use of formative and summative assessment data, to shape the differentiation within the teaching and learning program.