

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BARTLE FRERE SS

DATE OF AUDIT: 18 JUNE 2014



Background:

Bartle Frere SS is nestled at the base of Mt Bartle Frere, Queensland's highest mountain and a few kilometres south of Babinda in the Far North Queensland education region. The school has a current enrolment of 14 students from Prep to Year 7. The Acting Principal, Liam Bray, was appointed in January 2014.

Commendations:

- Since the previous Teaching and Learning Audit there has been significant progress made in the domains: An Expert Teaching Team and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on reading, writing and numeracy, consolidation of Explicit Instruction, refining and embedding the Curriculum into the Classroom (C2C) curriculum and foundation learning programs, as well as, leaders coaching and supervision. This improvement agenda has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Staff Performance and Professional Development Plans also highlight this improvement agenda as focus areas for professional learning.
- A whole school reading plan has been developed using an explicit reading script and this has been effectively implemented across the lower school. The explicit teaching of writing is also currently being progressed throughout the school. Teachers and teacher aides support students in guided reading and the explicit teaching of comprehension strategies. Reading, spelling and sight word/word recognition data has shown that students are making progress towards school targets.
- Individual learning plans and behaviour plans have been developed for targeted students and reports to parents are aligned to student achievement.
- Teachers are differentiating spelling lists, reading, writing tasks and mathematics for the range of students in their classes.
- The introduction of 50 day data gathering, as well as, targeted reading groups have supported the explicit teaching of literacy and improved student outcomes are evident.

Affirmations:

- Teachers have implemented C2C units in English, mathematics, science, history and geography and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The pedagogical framework, which has been developed, provides a clear direction for the school.
- The Responsible Behaviour Plan for Students (RBPS) has recently been reviewed and approved by the school community. Teachers and students actively participated in this review and development of the new plan.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers and teacher aides. Class targets have been set and aligned to the region's targets in reading, writing, spelling and numeracy.

Recommendations:

- Continue to refine the whole school's curriculum plan and pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required and timely feedback to guide student actions, are key elements of the school's push for improved teaching and learning.
- Maintain the strong connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary School.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Provide professional development aimed at revising staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to realign teaching and learning practices.
- Ensure that the enacted curriculum remains a focus for discussion among and collaboration between teachers and extend this into the cluster of surrounding small schools.
- Enhance the processes of providing feedback for students and their parents.