

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BROOKFIELD SS

DATE OF AUDIT: 17-18 JUNE 2013



Background:

Brookfield SS is located in the Western suburbs of Brisbane. The school caters for approximately 540 students from Prep - Year 7. The school is a focal point of the local community and prides itself on its strong community ties.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- The Principal and Deputy Principal regularly visit classrooms. Teachers have participated in classroom observations which included written feedback. Feedback is aligned to the school's strategic direction.
- The leadership team have analysed a range of school data and successfully targeted school resources to identified areas of need.
- Teachers are using classroom data sets to establish where students are up to in their learning and to establish skill gaps.
- The teachers, parents and students reflected positively about the culture of the school and the inclusive teaching practices that are clearly evident across the school. There is a strong sense of belonging and pride in the school.

Affirmations:

- The class teacher has started to set English, mathematics and behaviour goals with students. Goals are specific and individualised and students and teachers indicated that good progress was being made against these goals.
- A detailed pedagogical framework has been established and is being used to inform the discussion around effective teaching practices.
- The innovative use of information communication technology (ICTs) in a trial situation is helping to inform a discussion about the possible enhancement to the student's learning outcomes.
- Detailed planning documentation is being used to support the implementation of all key learning areas (KLAs) within the agreed time allocations.

Recommendations:

- Continue to provide professional development aimed at building 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. Ensure that agreed data sets are stored in a centralised location and are available when the student leaves the school.
- Continue to develop a strong collegial and self-reflective culture in which teachers invite colleagues to observe their teaching, discuss their work with them and provide feedback. Build an agreed feedback framework that is supportive of effective teaching practices and clearly understood by all staff members.
- Continue to develop teacher's knowledge and skills to use objective data to reflect on the effectiveness of teaching practices.
- Continue to develop an explicit improvement agenda that will narrow and sharpen the school's attention on a few key learning priorities. Link the Professional Learning Plan and the data analysis processes to these learning priorities to help inform the professional conversations. Ensure that the school community is kept informed about the school's progress against the key priorities.
- Adopt consistent teaching frameworks across the school to underpin the delivery of KLAs. Use these frameworks to guide the development of teacher's knowledge and skills. Link these frameworks to the explicit improvement agenda.