Teaching and Learning Audit

Executive Summary – Bray Park SHS

Date of Audit: 17-18 March 2014

Background:
Bray Park SHS is located approximately 25 minutes north of the Brisbane central business district (CBD), with a current enrolment of 788 students. In 2013, the school was selected as a participant in the Flying Start Pilot program. Acting Principal, Mr Peter Hoehn, was appointed to the school in January 2014.

Commendations:
- Since the previous Audit, improvement has been made in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The school has an ongoing commitment to the Art and Science of Teaching (ASoT) and has begun to introduce consistent expectations of practice across the school, most notably through the common ASoT unit planner.
- Significant progress has been made in establishing a data culture throughout the school. Regular conversations about student data now occur between school leaders and teachers with a strong focus on differentiated classroom learning. Teachers are placing high priority on identifying and addressing the learning needs of individual students and there are some excellent differentiation practices evident across the school.
- A school wide process has been established for identifying specific student learning needs which includes systematic testing to establish learning gaps and special needs, with a clear focus on teachers knowing their students.

Affirmations:
- The Principal and other school leaders are passionate and committed to improving student learning outcomes.
- The Developing Performance Framework (DPF) is being implemented throughout the school.
- A number of successful structural differentiation strategies deliver whole group intervention, support and extension in the Junior Secondary years.
- The school has introduced practices for Students with Disability (SWD), to heighten support for inclusion in school learning programs.
- Resources are targeted to support strategic goals of the school and the school improvement agenda, for example, creation of the Head of Department (HOD) Student Engagement position.
- Monitoring and support of senior students with a high completion of Vocational Education and Training (VET) certificates, has contributed to a trend of improved Year 12 exit outcomes.

Recommendations:
- Continue the development of the explicit school improvement agenda to ensure clear targets and timelines which drive the work of leaders and teachers and which focus, narrow and sharpen the whole schools attention on these priorities.
- Continue the implementation ASoT and the development of consistent expectations around a range of practices that give clarity about what students are expected to learn and be able to do. Continue to support this with professional development, as well as formal mentoring and coaching arrangements, characterised by: regular observation of teaching practice; modelling and feedback by peers and school leaders; and self-reflection by teachers.
- Continue to enhance teacher capacity to include, differentiate and support learning success for all class members.
- Continue to build a learning environment characterised by the engagement of students in challenging, meaningful learning in every classroom with consistent high expectations around student management, behaviour and attendance.
- Develop a whole school curriculum plan that aligns with the P-12 curriculum framework and which clearly maps assessment.
- Ensure there is a documented professional learning plan which aligns the school improvement agenda, DPF and coaching and mentoring arrangements.
- Document a professional learning plan that aligns the school improvement agenda, the DPF and coaching and mentoring arrangements. This plan should include a focus on developing staff members understanding and skills around appropriate Junior Secondary pedagogy.