

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BEECHMONT SS

DATE OF AUDIT: 6 NOVEMBER 2012



Background:

Beechmont SS is located among the rolling hills of Beechmont Plateau, not far from Lamington National Park. It has a current enrolment of 145 students from Prep - Year 7. The Parents and Citizens' Association (P&C) is very supportive in the implementation of school initiatives and the provision of resources to accompany programs. The school's motto is 'At all times consider others'.

Commendations:

- Since the last Teaching and Learning Audit report in 2010, there has been a significant improvement in the developing of An Expert Teaching Team. There is evidence through the way the Principal and staff members take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- There has also been considerable progress in the developing and implementing a clear school improvement agenda. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on spelling and writing.
- The Principal and staff members are clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning, are aware of trends in student achievement levels and are committed to every student's success.
- The school has developed processes for identifying student learning needs and applies available resources to meet these needs through structured support in classrooms. The special needs team supports this process by effectively catering for a wide range of specific learning needs. This is highly valued by teachers.
- The school is to be commended for its school ethos built around high expectations. There are high levels of trust apparent across the school community.
- A strong collegial culture has been established. The Principal and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.

Affirmations:

- Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.
- Curriculum planning shows how the different needs of students are addressed.
- Coaching and mentoring practices have started.
- Physical spaces within classrooms are flexible and have been used effectively to allow whole group, small group or individual work.

Recommendations:

- Support teachers to develop a deep and sophisticated understanding and use of a range of data. Use these conversations to stimulate discussion on how data can be used to improve teaching practices.
- Continue with plans to implement a research based pedagogical framework that informs everyday standards of teaching practice at the school.
- Develop formal mentoring and coaching arrangements characterised by regular observation and feedback by peers and the Principal.
- Continue to develop a consistent school wide process for differentiation.
- Develop and implement a process for the tracking of essential learnings in the key learning areas (KLAs) of SOSE, technology, HPE and the arts.
- Reinforce planning requirements to ensure consistency of planning in all KLAs.
- Continue to develop the process of assisting students to monitor their own learning and setting their own goals for future learning.

