

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – BENOWA SHS

DATE OF AUDIT: 27-28 AUGUST 2014



Background:

Benowa SHS is an Independent Public School (IPS) located on the Gold Coast, within the South East education region. The school was established in 1980 and has a current student enrolment of 1,901 students. The current Executive Principal, Mark Rickard, was appointed in to the position in 2004.

Commendations:

- Since the previous Teaching and Learning Audit there has been a considerable improvement in the domains: Systematic Curriculum Delivery and Effective Teaching Practice and an improvement in the domains: Analysis and Discussion of Data, A Culture That Promotes Learning, An Expert Teaching Team and Differentiated Classroom Learning.
- The school has effectively established a positive school culture featuring high expectations and high standards of student behaviour and achievement.
- The school's vision, *Many Pathways - No Limits*, is reflected in the extensive array of programs implemented by the school to cater for a variety of student needs. These include: Sporting, Music and Dance Schools of Excellence, French Immersion, Junior Secondary *Steiner* classes and *Access* classes. In addition, strong local and international community partnerships have been developed to enable students to access a comprehensive range of pathways.
- There has been a strong focus upon improving instructional practice through the *Professional Development and Mentoring Plan* (PDMP) process. A model of collegial engagement featuring cross faculty teams has been developed to enable teachers to receive feedback based about their pedagogical practice.

Affirmations:

- The Art and Science of Teaching (ASoT) has been adopted as a pedagogical method providing a consistent approach to pedagogy across the school.
- A guide for teachers has been developed, *Every Teacher, Every Lesson, Every Day* to identify good teaching practice in the classroom and to ensure a consistency of practice.
- There has been a strong focus upon developing teachers' skills in data analysis, *Know Your Data, Know Your Student*. Vignettes have been produced to assist teachers to develop their data literacy.
- *PD@Benowa* enables teachers to share best practice and to build teacher expertise.
- The development of students' skills in literacy (reading) and numeracy is a school improvement priority. To achieve this, the Literacy Coach has worked with faculties, specific literacy and numeracy classes have been developed and literacy and numeracy turbo classes have been offered.
- The use of technology is a strength of the school. BSHS is a trial school for the *Bring Your Own Device* (BYOD) initiative; and teachers use OneNote to share curriculum resources.
- A process of pre and post testing has been trialled in some faculties.
- The Developing Performance Framework (DPF) is being implemented for all staff members.

Recommendations:

- Continue with the implementation of ASoT. Further develop the PDMP process of coaching and mentoring to include regular observation of teaching practice by peers and school leaders, and self-reflection by teachers, to provide all teachers with feedback about their pedagogical practice.
- Continue the work around differentiation that already is evident in the school; and continue to enhance teacher capacity to include, differentiate, and support learning success for all students in all classes. Ensure the regular use of data by teachers on the achievements, progress and weaknesses of individual students to personalise teaching and learning activities.
- Establish a consistent approach to target setting for all students, particularly in the Junior Secondary classes. Ensure all students are aware of their current placement within the level of achievement, know specifically how to improve and have set targets for themselves for their next result.
- Further develop the practice of the provision of feedback to students through the consistent use of the school's feedback model.