Teaching and Learning Audit
Executive Summary – Boondall SS
Date of Audit: 21-22 May 2014

Background:
Boondall SS is located in Brisbane and has been providing learning to the community since 1925. The school has a current enrolment of approximately 722 students. The Principal, Kim McNamara, was appointed to the school in 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 there has been significant improvement in the domains: Systematic Curriculum Delivery, Analysis and Discussion of Data, with improvement in the domains: An Explicit Improvement Agenda, Targeted Use of School Resources, An Expert Teaching Team and Differentiated Classroom Learning.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda. This agenda is couched in terms of specific improvements sought in student performances, is aligned with state-wide improvement priorities and includes clear targets with accompanying timelines.
- School leadership members have transformed the way teachers work in terms of building shared responsibility, personal accountability and the alignment of teaching and learning planning practices from a whole school perspective, through the development of highly effective years level teams.
- There is a strong sense of wellbeing at the school, as reflected in respectful and caring relationships. Staff members, parents and students speak fondly of a caring school and caring teachers.
- The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. Data is used to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans and classroom teaching in relation to curriculum expectations.

Affirmations:
- Teachers are open to observing each other teach and giving and receiving constructive feedback. They welcome observations from the Principal and members of the Leadership Team.
- There are programs and strategies to identify and address the needs of students and are sourcing and applying available resources to meet those needs.
- Through participation in the Developing Performance Framework (DPF), individual professional development plans have been established to align with the school’s Professional Learning Plan.
- The school is working with local secondary schools to support Years 6 and 7 students in the transition to Junior Secondary. Class teachers are providing timetabled specialist lesson transitions, homework and assignment planning strategies.

Recommendations:
- Continue the work with the new pedagogical framework to inform and document the school’s position on the kinds of research based teaching practices you wish to see across the school.
- Re-establish formal processes whereby instructional leaders visit classrooms to observe practices and provide written and verbal feedback to teachers.
- Continue the development of a rigorous whole school approach to the teaching of reading to ensure consistency and improvement of literacies required for engagement.
- Develop processes and expectations of frequent verbal and written feedback to inform students of progress with their daily learning including a focus on individual learning goals.
- Continue to develop teachers’ skills in differentiating planning and teaching to suit the needs of all students, especially higher achieving students.
- Include a higher order thinking framework that aligns with the school’s curriculum and pedagogical framework.