TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – BYMOUNT EAST SS
DATE OF AUDIT: 16 SEPTEMBER 2014

Background:
Bymount East SS is located 64 kilometres north of Roma on the Carnarvon Highway, within the Darling Downs South West education region and has been on its current site since 1945. The P – 7 school has a current enrolment of approximately 9 students. The Principal, Benjamin Orford, was appointed to the school in 2013.

Commendations:
- Since the previous Teaching and Learning Audit in 2012 the school has shown significant improvement in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data and Effective Teaching Practice and an improvement in the domain: Differentiated Classroom Learning.
- The school has adopted Explicit Instruction as its preferred pedagogical framework, a well-researched, evidence based model for pedagogy that provides a strong platform from which to drive pedagogical practice.
- There is a real focus on spelling and reading in the school, with a Reading Improvement Plan developed, drawing on a number of programs to improve students reading.
- Significant progress has been made in creating a data culture, where regular conversations take place discussing student data at staff meetings and Parents and Citizens’ Association (P&C) meetings. A data calendar has been developed and a data wall established to ensure data remains a focus for all staff members.
- The P&C speak very positively about the school agenda set by the Principal. Parent involvement is very strong with a very positive community view of the school that see the small size of the school as its strength.
- Differentiation is a strong feature of the school with the curriculum being tailored to student needs.
- There is a strong focus upon the development of a positive learning culture which is reflected in the implementation of a number of initiatives designed to enhance student engagement and improve student outcomes.

Affirmations:
- Some goals have been set for students with the aim to challenge the student to strive to achieve their best.
- There is a reward system in place that is known by staff members, students and parents.
- Through participation in the Department’s Developing Performance Framework (DPF), individual professional development plans have been established for all staff members. Significant professional development has been provided to teacher aides to further develop their skills.
- The school has been working with the local high school to aid in the transition of students to Junior Secondary in 2015.
- Parents have been surveyed to provide valuable feedback on their view of the school priorities and direction.
- Resources are used to ensure the school improvement agenda is supported by funding and staff allocation.

Recommendations:
- Continue to set and expand the range of goals set for students, ensuring all students and parents are clearly informed of the goals.
- Continue to roll out the school pedagogical framework, Explicit Instruction, 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.
- Develop a formal mentoring and coaching arrangement for all teaching staff, which are characterised by regular observation of teaching practice, modelling and feedback by school leaders and self-reflection by teachers.
- Continue to enhance teacher capacity to include, differentiate, and support learning success for all class members in all classes.
- Develop the regular use of pre-testing and post-testing students and develop a short term data cycle to inform teaching.