TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – BOULDERCOMBE SS
DATE OF AUDIT: 28 AUGUST 2012

Background:
Established in 1881, Bouldercombe SS is located 20 kilometres from the centre of Rockhampton on the Burnett Highway. The current student enrolment is 123 students. The Parents and Citizens’ Association is extremely dedicated and supportive in the implementation of school initiatives and the provision of resources to accompany programs.

Commendations:
- The Principal is clearly committed to finding ways to improve on current student outcomes.
- Since the last Teaching and Learning Audit report in 2010, there has been a significant improvement in the domain of Analysis and Discussion of Data. There is evidence that the Principal views reliable, timely student data as essential to their effective leadership of the school.
- The Principal and staff 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.
- Since the last Teaching and Audit Report in 2010, there has also been considerable progress in developing and implementing a clear school improvement agenda. The Principal and staff members have developed and are driving the school’s explicit improvement agenda in reading.
- The school has very professional and hardworking staff members. They are positive and are working together towards improvement in their teaching to ensure there is improvement in student learning outcomes.
- The Principal and staff members work together in a mutually supportive way and there is a strong sense of belonging and pride in the school. A strong collegial culture is being established.

Affirmations:
- There has been a particular focus through professional development on improved teaching methods in reading which is based on research and evidence based strategies.
- The school has implemented the Australian Curriculum in English, mathematics and science.
- Classrooms are calm, but busy, and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high.
- The school applies available resources to meet the identified student learning needs through structured support in classrooms by teacher aides and the Learning Support Teacher.

Recommendations:
- Continue to develop and implement a whole of school pedagogical framework across key learning areas (KLAs) that ensures consistent alignment from Prep – Year 7.
- Progress the need to provide professional development aimed at building teachers’ data literacy skills.
- Continue to develop a school wide process for differentiation. Ensure that a consistent whole school process to show how the different needs of students are addressed and how multiple opportunities to learn are provided.
- Continue to ensure teachers provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
- Develop the tracking of students’ learning and assessment tools in the key learning area of science.
- Develop a school wide process of assisting students to monitor their own learning and setting their own goals for future learning.
- Continue to develop a clearly documented whole school plan for curriculum delivery with reference to: a shared vision; the curriculum intent of units; assessing, monitoring and reporting on the intended learning; shared beliefs about quality teaching and embedding higher order thinking skills within all KLAs. Develop and implement a process for the tracking of essential learnings in the KLAs of SOSE, technology, HPE and the arts.