TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – BUNDAMBA SC
DATE OF AUDIT: 11-12 JULY 2013

Background:
Bundamba SC is located in the suburb of Bundamba in the provincial city of Ipswich. The College has an enrolment of 800 students from Years 8 - 12. The Principal, Mr Andrew Peach, has been the Principal since January 2011.

Commendations:
- There is improvement in all of the eight domains of the Teaching and Learning Audit Instrument since the previous audit. There has been significant improvement in domains An Explicit Improvement Agenda, Analysis and Discussion of Data and An Expert Teaching Team.
- The Principal and leadership team have developed an explicit improvement agenda for the College with a focus on student outcomes, literacy/numeracy, engagement and well-being.
- There are sophisticated tracking procedures of student achievement and completion, and the matching of student aspirations to available vocational and further learning opportunities. These procedures are designed to bring success to all students and there is evidence of this success.
- The contribution of the established high quality external partnerships is highly significant and adding considerable value to the educational experiences of a wide cross-section of students.
- The range of opportunities afforded to the Indigenous students within the College is highly significant and provides support and worthwhile pathways for these students.
- Students express a very high regard for teachers and the administration team.
- The value adding for students in the College across the curriculum reflects the pedagogical expertise of teachers and the effectiveness of intervention strategies.

Affirmations:
- The adoption of the Art and Science of Teaching (ASOT) as the Curriculum Framework for the College is providing an expanding platform for advancement in pedagogical practice. This framework will incorporate the College’s current practices, highlight consistent expectations and will continue to bring improved teaching and learning.
- The work being undertaken by the Heads of Department (HODs) and teachers to implement and deliver the Australian Curriculum to students is important, requiring careful professional judgement including consideration of the use of Curriculum into the Classroom (C2C) resources.
- Teachers are utilising differentiation practices to address the specific learning needs of students with learning difficulties, resulting in improved learning outcomes for these students.
- The College leadership team and teachers support each other, work collegially with a genuine regard for students as people and learners and these actions have a positive impact on culture.
- School Wide Positive Behaviour Support strategies are contributing to a positive College learning culture.

Recommendations:
- Continue to embed the ASOT Curriculum Framework to ensure that highly effective teaching and learning practices are embedded into the professional practice of every teacher.
- Ensure clarity about what students are expected to learn and be able to do; have high expectations of every student’s learning; explicitly teach skills and content; individualise attention as required.
- Provide professional development aimed at building the data literacy skills of all staff members. Focus the professional development so that teachers become experts in the analysis of student data.
- Ensure that all teachers have the knowledge and skills to teach literacy and numeracy concepts; and embed higher order thinking strategies, within all subjects, in all year levels in the College. Specify what is required of all teachers and put quality assurance measures in place.
- Ensure that the delivery of the Australian Curriculum remains a focus for teacher discussion.
- Continue to ensure that quality differentiation practices are evident in all classrooms. Include differentiation strategies in all term overviews, unit plans and lesson plans.