TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – BRIGHTWATER SS
DATE OF AUDIT: 28-29 AUGUST 2013

Background:
Brightwater SS is a new Independent Public School located on the Sunshine Coast. The school caters for 436 students from Prep - Year 7. Principal Robyn Taplin was appointed in 2011 and the school opened in 2012.

Commendations:
- Considerable attention is paid to the systematic collection and analysis of the data to formulate plans and deploy resources to personalise the learning for all students.
- An explicit, coherent and sequenced whole school curriculum assessment and reporting plan for delivery across all year levels and all key learning areas (KLAs) has been developed. Collaborative contextualisation to meet the needs of groups of students is a feature of teacher planning. The plan is supported by a collaboratively developed pedagogical framework.
- The Apex Program is offered to students that consistently perform above year level to motivate, challenge and realise their potential. Linked with The School of Distance Education, the local toastmasters group and nearby SHSSs it has been recognised as a program of excellence.
- A range of Information Communication Technology (ICT) devices are available to support student learning. A clear e-learning framework guides the use of these devices and applications within the learning environment. The iLearn 1:1 laptop program is a feature in all classes from Years 4 - 7.
- The school understands the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. Parents are encouraged to take an active part in their child’s education and speak highly of the skills of the teachers.
- Teacher aides are well-trained, highly valued paraprofessionals who are integral to the delivery of learning programs. Their judgements are valued and sought by teachers to address student needs.

Affirmations:
- There is a strong sense of belonging and pride in all members of the school community.
- Class teachers are highly motivated and meet regularly in year level teams (in addition to planned meetings) to refine curriculum delivery and share practices.
- A clear pedagogical planning sequence template has been adopted to shape unit planning.
- A pedagogical coach has been engaged to refine mathematic teaching strategies and practices.
- A clear higher order thinking strategy has been embedded within the school pedagogical framework.
- The MultiLit program has been developed, resourced and delivered to address the needs of targeted students in Years 2 - 7. Trained parents contribute to the program, alongside school staff members.
- A whole of school approach to the promotion of responsible behaviour for students is being applied. Expectations are clearly displayed and explicitly taught to students.
- Policy and procedure documentation is extensive and supports consistent practices.
- Individual staff learning needs have been ascertained to ensure immediate needs are met and a leading teachers program has been introduced to develop leadership capacity within the school.

Recommendations:
- Narrow the explicit improvement agenda to focus the school community on the most significant elements. Communicate progression with the school community and celebrate attainments.
- Build on the self-reflective culture to deploy collaboratively developed coaching and mentoring processes to support staff members to ensure proficiency and alignment of practices. Incorporate formal observations by the Principal and Deputy Principal to provide written and verbal feedback.
- Clarify expectations regarding feedback to students including annotations in workbooks. Adopt a methodology for connecting curriculum, explicit teaching, verbal feedback, annotation and goal setting.
- Systematically support teachers and support personnel to gain further consistency in the understanding and application of the tools and practices within the curriculum support documentation.
- Provide professional development aimed at building staff members’ proficiency with embedding ICT into the teaching learning process.
- Review the volume of extra-curricular activities to ensure core curriculum expectations are prioritised.