

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - SUNNYBANK SHS

DATE OF AUDIT: 25-26 JULY 2012



Background:

Sunnybank SHS is located in the multicultural suburb of Sunnybank, south of Brisbane city. Opening in 1963, the school currently has an enrolment of approximately 600 students. The school provides a broad range of academic, vocational and sporting programs in successfully catering for a wide range of student abilities. The school curriculum is underpinned by multiple pathways and strong community partnerships.

Commendations:

- Since the last teaching and learning audit, significant work has taken place in continuing to develop and strengthen the school culture into one which nurtures positive, caring and mutually respectful relationships and promotes purposeful and successful learning. A key feature of this has been the implementation of School Wide Positive Behaviour Support.
- School leaders have analysed school performance data over a number of years and used this data to identify an explicit and focused improvement agenda. The improvement agenda is articulated with clear school wide improvement targets and incorporates priorities. These priorities include, School Wide Positive Behaviour Support, the implementation of the Australian Curriculum and the further development of senior curriculum pathways.
- The school has continued to develop a broad range of meaningful and successful pathways for senior students. It has also continued to develop a range of significant community partnerships that support the pathways and successful learning outcomes for the full range of students enrolled at Sunnybank SHS.
- The ESL Support Unit provides support for a significant number of students through modifying curriculum and teaching practices to successfully transition students into the mainstream curriculum and senior pathways.

Affirmations:

- A supportive and collegial staff culture is evident and is characterized by high staff morale.
- Reading is a focus across all year levels.
- Teachers are increasingly collaboratively planning and reviewing the effectiveness of lessons and units of work.
- Regular conversations around data have started between school leaders and teachers.
- Structural differentiation of learning is evident through the strategies such as extension classes in mathematics and science, the corrective reading program, the focused literacy class, the track and field development program and ESL support classes.
- The school has received recognition through Showcase Awards for the cultural leadership program for young people and the community connections program.

Recommendations:

- Continue the development of effective teaching practices through the implementation of a research based pedagogical framework. Support this with professional development and formal mentoring and coaching arrangements characterised by regular observation and feedback by peers and school leaders.
- Further develop teachers' skills in the routine use of data to set individual targets for students and to monitor the effectiveness of their efforts in meeting individual and school-wide targets.
- Ensure that the enacted curriculum is consistent with the intended curriculum and that it aligns with the P-12 curriculum framework, including literacy, numeracy and higher order thinking across all KLAs and is subject to regular quality assurance.
- Ensure that differentiation is a feature of every teacher's classroom practice, characterized by the regular use of data to determine the strengths and weaknesses of individual students in all classrooms and for the identification of the appropriate starting points for teaching and personalising learning.
- Develop consistent expectations across the school whereby students receive timely and effective instructional feedback, front ended assessment, 'A' Level exemplars and curriculum plans to give clarity about what students are expected to learn and be able to do.