

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – DAKABIN SHS

### DATE OF AUDIT: 13-14 MARCH



#### Background:

Dakabin SHS was established in 1978 and is located on the northern side of Brisbane approximately 30 kilometres from the CBD. The school has a student enrolment of approximately 900 students. Mr John Schuh has been Principal of the school since 2011.

#### Commendations:

- Progress has been made since the last Teaching and Learning Audit, particularly in the domains of An Explicit Improvement Agenda, Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- There is an enthusiasm for continued improvement in the school from the administration team, teachers, students, non-teaching staff and parents.
- The Art and Science of Teaching (ASOT) pedagogical framework is being implemented in the school. The implementation team is leading by example, and their belief, that ASOT will bring improved pedagogy, and consequently improved student outcomes.
- The school has initiated a widespread focus upon the school values of 'Learning, Discipline and Community' which has resulted in improved outcomes in student behaviour and attendance.
- The preparation for Junior Secondary has included the creation of pods in cross-curricular (English, mathematics and science) staffrooms supported by ASOT coaches, to facilitate collaborative and collegial student centred discussions.
- There is a strong foundation for differentiation in place particularly for the English as a Second Language (ESL) and Special Education Program (SEP) students, which includes the identification and communication to teachers of specific pedagogical strategies for each individual student.

#### Affirmations:

- The widespread use of 'the placemat' to identify students with a variety of needs within each class.
- The willingness of staff members to participate in opportunities for feedback, either through informal walkthroughs by their colleagues or through formal observations and feedback by the Principal.
- The whole school approach to literacy in the junior school and the extensive professional development that has been provided to all teaching staff members.
- The Academic Achievers program which provides mentors to selected students who have demonstrated high academic achievement.
- The introduction of the University Pathways (UP) program to identify alternative pathways for university entrance for students in the senior school.
- The use of lesson goals to focus the learning for staff members and students is very evident in classrooms and teacher practice.
- There is a strong commitment and engagement by teaching staff in their professional learning about digital pedagogies.

#### Recommendations:

- Monitor the effectiveness of the literacy and numeracy intervention strategies undertaken to improve NAPLAN results, and modify the intervention as required.
- Continue to expand and develop the use of the 'placemat' to identify the range of students in each class, utilising the information to differentiate teaching to individualise and personalise teaching and learning for every student in the class.
- Expand the formal and informal teacher feedback systems that already exist in the school to develop a culture of feedback, including the provision of quality written feedback about pedagogy.
- Strengthen and formalise the line management system to facilitate conversations with an express purpose of student outcome improvement.
- Continue to review the senior curriculum with a view to catering for the educational needs of the full range of students in the school.