Teaching and Learning Audit
Executive Summary – Beenleigh SHS

Background:
Beenleigh SHS is located in Beenleigh, a suburb of Logan City. It was established in 1964 and has a current student population of 1,034 students. The current Principal, Matt O’Hanlon was appointed to the position in 2009.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant improvement in the domains: An Explicit Improvement Agenda and A Culture That Promotes Learning, and improvement in the domains: Analysis and Discussion of Data, Targeted Use of School Resources, An Expert Teaching Team and Effective Teaching Practice.
- The strong leadership of the Principal and Leadership Team has been pivotal in driving the school’s improvement agenda.
- Enhancing students’ literacy skills is a school priority. A range of literacy strategies have been implemented across the school to improve student literacy outcomes, for example, working with external consultants to enhance staff members’ capability and the work of the Curriculum Innovations Team.
- A strong culture of care and belonging has been established around the school’s We Care, We are Responsible and We Achieve framework.
- The broad range of targeted pathways and support programs responding to the needs of individual, and groups of students. These programs maximise the use of community and specialist staff expertise.

Affirmations:
- The introduction of Professional Learning Teams, in addition to the use of Teachscape’s Classroom Walkthroughs, to build and share expertise in teaching.
- Lesson commencement routines are used consistently across classrooms with the use of strategies such as: What Am I Learning Today (WALT) and What am I looking For (WILF) to focus the learning for staff members and students is very evident in classrooms and teacher practice.
- The utilisation of the Australian Professional Standards for Teachers as a basis for the implementation of the Developing Performance Framework (DPF) and the development and discussion of teacher professional learning plans.
- Comprehensive links have been formed with the school’s primary partner schools in preparation for the transition to Junior Secondary in 2015.
- Strong structural differentiation is evident in the range of programs on offer to cater for the diverse range of student needs, for example, extension classes, Semper Altiora, Basic Knowledge Skills Base (BKSB) and Award Scheme Development and Accreditation Network (ASDAN).

Recommendations:
- Further develop and bring clarity to the school’s pedagogical framework establishing a clearly understood point of reference and whole school language to inform consistent and effective teaching and learning practice across all classrooms.
- Develop clear links between the explicit improvement agenda, the school’s pedagogical framework and teacher professional learning plans to ensure an alignment of focus across the school.
- Investigate and implement the use of a common planning template for all subject curriculum documents to provide consistency of planning and implementation across the curriculum.
- Ensure the use of data to inform the starting point for teaching and to ensure differentiation is individualised and personalised for every student, including the high achieving students and is documented in planning. Implement more regular cycles of data analysis to support this process.
- Expand the practice of walkthroughs to include a formal and structured feedback process to ensure all teachers receive feedback to develop their pedagogical practice consistent with the school’s pedagogical framework.
- Develop and implement a system for the comprehensive monitoring of students in the senior school. Ensure student progress within pathways is regularly monitored and evaluated to ensure positive outcomes for all students.