Executive Summary – Burpengary Meadows SS
Date of Audit: 22-23 July 2013

Background:
Burpengary Meadows SS is located in Brisbane North. The current P-7 enrolment is 544 students. Principal, Mrs Elizabeth Mackie was appointed in 2010.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in all eight domains of the Teaching and Learning Audit.
- There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible. The school community acknowledges confidence in the school leadership team.
- High expectations of responsible student behaviour and respectful relationships have established a strong platform for effective teaching and learning.
- Human resources are strategically deployed to support class ability groupings in reading and spelling. The skills of teacher aides are valued and acknowledged.
- Parents are encouraged to take a genuine and close interest in their child’s education and the activities of the school.

Affirmations:
- The whole school assessment schedule includes diagnostic assessment which further informs differentiated teaching and learning practices in reading and spelling.
- Collaborative planning of negotiated support programs cater for the needs of students with learning difficulties and students with disabilities.
- A process is in place to support regular teacher moderation of student assessment.
- Year level curriculum and assessment plans are clearly documented and make explicit what (and when) teachers should teach.
- Teachers routinely share assessment expectations with students and use criteria sheets when making judgements about student achievement.
- The Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.

Recommendations:
- Strengthen the explicit improvement agenda by establishing targets and timelines to measure success and facilitate the communication of student progress within the school community.
- Continue to build data literacy skills so that staff members have a sophisticated understanding of data concepts when setting individual student targets and monitoring improvement in achievement.
- Regularly review the school curriculum plan to ensure horizontal and vertical alignment so as to ensure continuity and progression of learning that is inclusive of multi-age classes.
- Ensure that higher order thinking is embedded in the planning of all key learning areas (KLAs).
- Investigate how the learning needs of more able students can be met within regular class learning programs.
- Strengthen the process for the identification of learning goals for all students through linkages to regular and timely feedback to students.
- Develop a strong collegial and self-reflective culture in which teachers welcome school leaders and colleagues to observe their teaching, discuss their work with them and provide developmental feedback.