EXECUTIVE SUMMARY – BORONIA HEIGHTS SS
DATE OF AUDIT: 30-31 OCTOBER 2013

Background:
Boronia Heights SS, established in 1990, is a Prep - Year 7 school with an enrolment of approximately 650 students. The current Principal, Mr Daniel Duke, was appointed in March 2011.

Commendations:
- Since the previous Teaching and Learning Audit, the school has made significant improvements in the domains of Explicit Improvement Agenda, Analysis of Data, Systematic Curriculum Delivery and Effective Teaching Practices.
- Staff members, parents and students articulate a strong confidence in the Principal and leadership team and their focus on school wide standards and expectations. This deliberate focus is bringing about a positive, consistent and collaborative learning culture change.
- The Boronia Heights SS Unit Plan Adaption process, led by the Head of Curriculum (HOC), is used to collaboratively align and record the sequence of work for all key learning areas (KLAs). This process is highly regarded by teachers and is engendering a self-reflective culture.
- Year level teams are highly valued and have been effective in enhancing the consistency of communication and practices for each cohort. Year level coordinators are leading this process.
- High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and staff members.
- School Wide Positive Behaviour Support (SWPBS) has significantly improved the overall student behaviour since the last Teaching and Learning Audit.

Affirmations:
- Teachers receive regular written feedback from the Principal and Deputy Principal.
- Teachers use the Differentiation Diamond to identify the needs of students and plan for further learning experiences.
- The Developing Performance Framework is used as a basis for professional discussions with staff members.
- The recently introduced Head Start Program is used to support pre-Prep students.
- Transition days with the two local state high schools assist student transition to Junior Secondary.
- The school's developed Diverse Learners' Planning Framework enables the special education teachers to adjust and adapt learning experiences to personalise learning for their students.

Recommendations:
- Continue to refine and embed the explicit teaching model across the school to ensure high levels of consistency across the school. Plan and structure an approach to provide regular, timely feedback to teachers on high yield teaching strategies and the strengths in the school wide team.
- Ensure teachers receive verbal and written feedback on their identified goals and areas for professional development, as key elements of the school's push for improved teaching and learning.
- Enable opportunities for teachers to visit other classrooms. Continue to create the climate where teachers welcome opportunities to have school leaders observe and discuss their work with them.
- Define each school leaders’ role as an instructional coach to be hands-on in driving evidence based teaching practices. Spend time working alongside all teachers modelling effective practices.
- Strengthen timely written feedback to guide student actions and individual learning goals as key elements of the school's push for improved teaching and learning and embed best practice.
- Continue with plans to develop the signature pedagogies to define and characterise the Boronia Heights SS approach to curriculum implementation and best pedagogical practices.
- Continue to build staff members’ data literacy skills. Use short-cycle data to identify gaps in student learning, to monitor improvement and to monitor growth across the years of schooling.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student's capacity to improve, especially in the upper two bands.