

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – COOKTOWN SS

DATE OF AUDIT: 11-12 AUGUST 2014



Background:

Cooktown SS was opened in 1875 as a primary school and in 1990 became a P - 12 campus. The school is located within the Far North Queensland education region, with a current enrolment of approximately 364 students. The Principal, Leanne Rayner, was appointed to the position in 2013.

Commendations:

- Since the previous Teaching and Learning Audit there has been improvement in all domains.
- The Principal and other school leaders have identified an explicit improvement agenda reflecting regional priorities.
- School leaders are analysing a range of data pertaining to the performance of the school. Data walls are widely displayed in classrooms to guide student progress.
- Enhancing students' literacy skills is a priority in the primary school. A range of strategies have been implemented across the primary school to improve student reading and writing with pedagogical differentiation and quality feedback to students to inform their learning.
- The school's commitment to the development of quality teaching practices is evident in the implementation of Explicit Instruction.
- The school has a clear focus and plan for communicating with and engaging parents and local community in raising the positive profile of the school.

Affirmations:

- The school has commenced a classroom observation model to support Explicit Instruction and Essential Skills for Classroom Management (ESCM).
- The introduction of Schoolwide Positive Behaviour Support (SWPBS) for *Safe, Respectful Learners*.
- The school has implemented measures to prepare for the introduction of Year 7 to Junior Secondary.
- There is evidence of the creation of specific leadership and intervention roles and the appointment of coaches to support improved learning and teaching.
- The school utilises OneSchool for the documentation of curriculum planning across P - 10.
- The school has established processes to support improved Queensland Certificate of Education (QCE) attainment in the senior school.
- The school has developed partnerships with early childhood providers in transitioning and preparing students for enrolment in Prep.

Recommendations:

- Sharpen the focus of the explicit improvement agenda (EIA) with accompanying clear targets and timelines, within the regional priorities and clearly communicate and deeply embed this in practice.
- Prioritise the engagement of all staff members and the community with SWPBS in order to ensure the agenda is widely understood and rigorously actioned.
- Implement a more strategic approach to ensure that the school's EIA, professional learning plan and all staff members' Developing Performance Framework (DPF) plans are closely aligned. Revise processes, within the line management structure, for more focused monitoring, discussion and documentation of developmental feedback and progress associated with performance planning.
- Review regular classroom observation and coaching to focus more sharply on key elements of the EIA and the SWPBS framework.
- Develop and implement a formal system, with clear roles and responsibilities, for the comprehensive tracking of students in the senior school. Ensure student progress towards maximisation of qualifications is regularly monitored and evaluated for all students.
- Continue to develop teacher understanding and skills in relation to analysing student data with an emphasis on differentiating teaching and learning for the full range of learners.
- Develop a comprehensive local induction process for beginning teachers and teaching staff new to the school, to ensure understanding and engagement with the EIA and processes.
- Develop as a matter of priority, clear and coordinated curriculum plans in Junior Secondary, with practices of moderation across year levels to ensure there is quality control of learning outcomes and consistency in planning and assessment, including reading and numeracy.